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ABSTRACT

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries designed to gather information about who has responsibility for the development, management, and maintenance of library World Wide Web sites and to determine which combination of human resources works best. A total of 62 of 122 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include: Webmaster responsibilities from the University of Alberta, Colorado State University, University of Kentucky, University of Minnesota, and Texas A&M University; Web team/committee responsibilities from Brown University (Rhode Island), Massachusetts Institute of Technology, University of North Carolina, Purdue University (Indiana), and University of Waterloo (Ontario); distributed responsibilities from Boston College (Massachusetts), University of California-Irvine, Colorado State University, and University of Georgia; Website design guidelines from Boston College, Brown University, Cornell University (New York), University of Florida, Indiana University, University of Manitoba, University of North Carolina, Ohio State University, and University of Western Ontario; user surveys from University of California-Irvine, McMaster University (Ontario), University of Minnesota, and Purdue University, and other evaluations from University of California-Irvine, University of Guelph (Ontario), and Massachusetts Institute of Technology. (Contains 19 references.) (MES)

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SPEC

Kit 266

Staffing the Library Website
November 2001

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Staffing the Library Website

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November 2001

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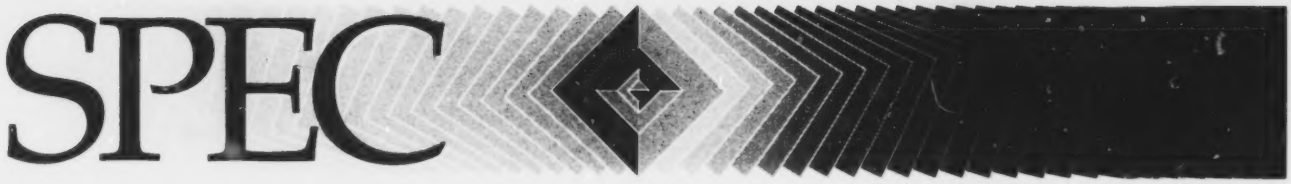

SURVEY

Executive Summary

Introduction

For centuries librarians have organized information for ease of use; however, most libraries have been developing websites to organize prodigious amounts of information for fewer than ten years. Library administrators are grappling with assigning staff to this new service, dividing website responsibilities, and fitting staff who work on the website into the structure of the organization.

In summer 2001, ARL surveyed its 122 member libraries about their management of human resources assigned to the library website. Sixty-two libraries (51%) responded to the survey. Although all of the responding libraries assign staff to develop, manage, and maintain the website, the number of staff with website responsibility varies widely. While one library reports that 20 employees work full-time on the library website, the vast majority assign no employees at all (26 or 42%) or only one employee (another 26) to full-time website responsibilities. One library has 100 employees with website services as a primary job responsibility, but ten (16%) report no employees whatever with web responsibility as a primary assignment. In the remaining libraries the median is one position.

Website Development and Maintenance

Respondents were asked to indicate which staff have responsibility for specific aspects of web development and maintenance. Their responses clearly show that responsibilities are spread throughout the organization and sometimes even outside the organization. It is no surprise that within the library the webmaster, web team, reference librarians, bibliographers, and staff in collection development and systems are heavily involved in developing and maintaining library websites. Indeed, this work has become so pervasive that many libraries also ask support staff—and sometimes student assistants and other part-time staff—to handle certain website responsibilities.

Responsibility for website content—developing, editing, revising, and updating—is widely distributed among staff. Reference librarians at nearly every responding library do this work (98%). Other positions that work with content are the library's web team (81%), collection development staff (81%), bibliographers (79%), and the webmaster (66%). Responsibility for posting content to the website is also widely distributed, but the webmaster and reference librarians handle this work most often. Website graphic design is handled by the library webmaster (63%), the library web team (48%), or graphic designers (42%). The webmaster and the library systems office staff generally write code. While catalogers have most of the responsibility for creating metadata (58%), this task is shared with the webmaster, reference librarians, and the web team. Not surprisingly, troubleshooting is the responsibility of the library systems staff (84%) and webmaster (60%) with assistance from institutional systems staff (31%).

Models for Managing Web Responsibilities

The survey asked additional questions about three models for managing website responsibilities: whether the library has a library webmaster, a web team/committee, or distributes web work across the staff. Responses show that libraries use elements of all three models. Forty-six (74%) have a webmaster; 51 (82%) have a web team or committee; and 58 (94%) distribute web responsibilities among library staff. Some libraries have mixed and matched

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combinations of these staffing models. A few libraries even report coming back to a once-abandoned model after experimenting with another.

Webmaster

Survey data indicate that there is no clear academic path leading to the library webmaster position. It is possible that today's library webmasters have acquired skills to do this job as the technology has been developing and in many cases outside traditional academic degree programs. Most library webmasters have a library science degree (70%), but other degrees range from the bachelor- to the Ph.D.-level in subjects as varied as English, history, law, and computer science. Only 57% of these library webmasters handle website responsibility on a full-time basis. Their other responsibilities may include reference, electronic resources management, user education, systems, and collection development. Webmasters typically report to a department head or an assistant or associate dean; in only three responding libraries does the webmaster report directly to the university librarian or dean.

Respondents listed numerous advantages to having a webmaster. This position provides leadership and a unifying force in building the website, a single point of contact for ideas and suggestions from the staff and users, a uniformity of the "look and feel" of the site, and adherence to standards and policies. Seven libraries say that there are no disadvantages to this kind of arrangement! Other respondents cite disadvantages such as the amount of work—which can be too overwhelming for one individual. They point out that experimentation and diversity of viewpoints can be compromised and getting staff buy-in can be tough under centralized control. The difficulty in finding a single individual who understands the library organization, possesses graphic design acumen, and has web development skills was also mentioned.

Web Team or Committee

In the 51 libraries that report having web teams/committees, team membership ranges from a minimum of three to a maximum of 18 with a median of eight. Team members either have continuing or indefinite appointments in more than half of the libraries that use this model. In the rest, the term of office varies from one to three years and is sometimes renewable. Web teams report most often to the assistant or associate dean or to a department head.

Listed among the advantages of the web team/committee model are: wider staff input and buy-in; diversity of viewpoints and perspectives; broader vision; shared skills, knowledge, and accountability; and coordination of web development library-wide. The disadvantages of the web team/committee model are those faced by any group charged with significant library-wide responsibility: protecting "turf" and the challenge of building consensus (making decisions and action slower); dealing with differing levels of technical expertise and knowledge; juggling web responsibilities with the demands of one's primary job assignment; difficulty in scheduling meetings; and not involving everyone who wants to be involved.

Distributed Web Responsibilities

As seen above, almost all of the responding libraries encourage staff across the library to author library webpages within their area of expertise. The most cited advantage to this approach is distribution of the workload. Other advantages are sharing of expertise; departmental and local buy-in/ownership; familiarity with content and users; and quicker development, publishing, and updates. Distributed web responsibility also provides an opportunity for professional development and builds a core of web experts in the library.

The overwhelming disadvantage of distributing web responsibility is the resulting inconsistency in the "look and feel" of the site, in content, in coding, and in unified access—each a nightmare for those who manage the maintenance of the site. Other disadvantages are the difficulty of dealing with uneven expertise among library staff, inconsistent quality and currency of pages within the site, and providing training for large numbers of library staff.

Web Guidelines and Training

The majority of respondents (79%) have guidelines to assist library staff who author webpages—some guidelines are detailed and technical while others are brief and practical. Clearly, detailed guidelines are important for libraries that allow staff to publish "live" to the website (62% of the libraries responding to this survey)

Web skills training is offered by libraries, the institution, and outside workshops. All three provide training in web development more often than other kinds of web-related training. A few libraries offer database management training, but most systems and software training is provided by the institution or outside workshops.

History of Web Staffing Arrangement

Although 31% of the responding libraries report that the organizational structure of library web staff has not changed since the library website was first brought up, many libraries continue to experiment with ways to manage responsibility for web-related services. Those libraries that have tried various ways of assigning web staff indicate that their current staff arrangement has been in effect only a short time—in nine libraries for less than one year; three libraries are currently making new arrangements. Only a handful (5 or 11%) have used the same arrangement for five or more years.

Reasons vary for changing to their current web staff arrangement. Twelve libraries were striving for a common "look and feel" of the site, a cohesive information architecture, and consistent navigation. Ten libraries wanted more staff involvement and buy-in. Eight libraries needed a full-time position to focus on developing the website. One library started with a team approach and moved to a webmaster. Another started with a team, went to a webmaster, and then went back to a team. A third library started with a web librarian and a web committee, went to digital initiatives, and then went back to a web librarian and web committee.

Evaluation of Websites

Libraries are developing and implementing measures to evaluate the effectiveness of their websites that also indicate something about the effectiveness of the way staff is organized for producing and managing the website. The evaluation technique most often used by survey respondents is informal feedback (54%). They also conduct focus groups, user surveys, and usability tests to measure website effectiveness. While 16 libraries report that they do not yet have website effectiveness measures in place, nine of these are in the planning process.

Respondents were asked to indicate their expectations for minimum service and desired service from research libraries with respect to five web development and maintenance tasks. They were then asked to indicate their perception of their own library's performance relative to these expectations. While responses on *minimum* expectations of service spanned the entire scale of 1 to 9, overall minimum expectations clustered in the middle of the scale. The mean minimum expectations for developing and editing content, updating/revising content, and posting content range from 5.55 to 5.88. There was a slightly higher minimum expectation for system trouble-shooting (6.27) and a lower minimum expectation for creating metadata (4.86). Responses on the *desired* level of service indicate a very high expectation for web services in research libraries. Means for desired expectations range from a low of 8.05 for creating metadata to a high of 8.71 for system trouble-shooting.

Regarding their own library's performance, responses again covered the range from 1 to 9. One third of the respondents (20) perceive a negative gap between minimum expectations and performance in the area of creating metadata; almost a quarter (14) in updating web content. A number of libraries also struggle with creating and posting information on their websites. While six respondents perceive that they are not meeting any of their expectations, in the aggregate respondents perceive that they are exceeding their minimum expectations, but still have plenty of room for improvement to meet desired expectations.

Additional Comments

Respondents were asked to comment on why their current web staffing arrangement works well or not so well. Among the libraries that are satisfied with their current arrangement, one touts the distributed model because the staff who deal directly with patrons also develop the site. This library uses templates to make content creation/updating easier for staff as well as to ensure consistency. Three other libraries with distributed responsibility for the website say that the system works because it allows contributions of those who want to participate in web development. Website development enhances library jobs, and many librarians consider learning web skills important to their professional development.

Several libraries offer reasons why having a web manager combined with several working or advisory groups works well. Workload is distributed; there is better focus on web enhancements; and communication about the website occurs library-wide. The webmaster provides continuity and accountability while the advisory group—representing different areas of the library—promotes buy-in.

One library likes the web team structure because all team members, eager to learn new web skills, encourage innovation. Another library says that having a web team that concentrates on content combined with a library department that handles database infrastructure maximizes the contributions of all.

Respondents also explained why their current web staffing arrangement does not work so well and what changes are being made. Several libraries have discovered that it is more and more difficult to maintain standards and quality of editing while supporting many library staff who post "live" to the website. These libraries are discussing transferring responsibility for creating the webpages to the webmaster, systems staff, a unit of web managers, or some other small group. Other library staff will provide content, but most will no longer post "live". At least one library mentioned moving away from hard-coding of webpages toward dynamically-created pages. Several libraries have discovered that their library now needs one or two full-time library staff to provide high-quality web service rather than relying only on library staff for whom web-related tasks are not a primary assignment.

Responding libraries suggested ways to develop, manage, and maintain a high-quality website. Several commented that it is important for the library to place a high priority on its website by hiring a dedicated and experienced webmaster—someone with strong leadership skills and a vision for developing a website with high standards of usability and content management. They maintain that building specific web responsibilities into the library's budget produces better results than adding these responsibilities to the duties of existing staff.

There were comments as well about the importance of setting up a web team comprised of individuals with complementary skills in graphic design, programming, database design, systems administration, content editing, information architecture, usability, and project management. No single person, they say, should be expected to possess all of these skills.

Conclusion

Responses to this survey indicate that many libraries are still trying to settle on the best way to use staff to manage delivery of services via their websites. ARL library websites are now several generations old and they continue to evolve. More and more emphasis is being placed on having a usable, attractive, and up-to-date library website. Library school graduates with web skills are in high demand, and librarians in the field are scrambling to hone their web skills as well. Libraries unable to identify these skills among their existing staff are hiring new employees to do this work while also encouraging existing staff to learn. By now, many ARL libraries have hired at least one person to handle web responsibilities full-time, but the method in which that individual (or the group of individuals working full-time on the website) collaborates with the rest of the library staff to produce a quality library website is still under experimentation.

SPEC Kit 266
Staffing the Library Website

Survey Results

As libraries place greater emphasis on developing and maintaining websites as portals for scholars, how to staff this important outreach service has become a compelling and often perplexing management issue. Increasingly, the skills needed to produce a dynamic library website include not only technical know-how, but also editing skills, graphic design skills, unfailing attention to detail, and an up-to-date, overall awareness of library operations and initiatives.

Is it better to hire a web expert or to train current library employees to handle library website responsibilities? Is it better to appoint one individual who is responsible for the website, or to have a web team or committee, or to spread out the tasks among a larger number of library employees? Does a combination of these options work? If so, how are the various responsibilities divided up?

This survey seeks to build on information in the 1996 and 1998 SPEC surveys about producing and managing library web pages. The survey is designed to gather information about who has responsibility for the development, management, and maintenance of library websites, and determine which combination of human resources works best.

This survey was designed by Kate Ragsdale, Planning Officer, University Libraries, University of Alabama.

Please submit this survey and send the requested documentation by **May 25, 2001**. As always, individual responses to the survey will be treated confidentially.

Note: Sixty-two of the 121 ARL member libraries (51%) responded to the survey.

Background

1. Does your library have staff designated to develop, manage, or maintain a library website?

Yes	62	100%
No	0	0%

2 How many library positions have *full-time* responsibility for the library's website? (n=62)

Minimum	Maximum	Mean	Median
0	20	1.10	1

Value	n
0	26
1	26
2	6
3	2
4	1
20	1

3. How many library positions have website development, management, or maintenance as a *primary* job responsibility? (n=60)

Minimum	Maximum	Mean	Median
0	100	4.09	1

Value	n
0	10
0.5	1
1	22
1.5	1
2	6
2.5	3
3	6
4	4
5	3
9	1
20	1
24	1
100	1

Website Development and Maintenance

4. Listed below are tasks related to website development and maintenance along with a list of who might handle these responsibilities. Please indicate who has responsibility for each task for your library's website. Check all that apply. (n=62)

	developing and editing content	updating/ revising content	posting content to website	creating metadata	graphic design	writing code	system trouble-shooting	other
Library webmaster	41	43	45	21	39	42	37	9
Library web team/committee	50	45	28	19	30	18	13	4
Library systems staff	22	21	32	14	20	42	52	7
Librarians:								
Reference	61	60	39	20	12	15	4	0
Bibliographers	49	49	25	15	4	9	1	0
Collection development	50	48	28	14	7	7	2	0
Acquisitions	32	31	16	5	4	3	2	0
Cataloging	37	37	18	36	4	4	4	0
Administration	36	36	19	5	7	4	2	3
Library support staff	34	39	32	8	13	11	6	2
Institution systems staff	2	2	3	1	4	6	19	3
Graphic designer	7	6	6	5	26	5	3	1
Consultant	1	1	2	1	10	6	1	2
Other	7	7	6	2	6	4	3	1

Please explain "Other" responses.

Other staff who contribute to the website include students and part-time staff, Libraries Editing Team, Electronic Services Librarian, Communications Officer, Public Information Office Web Coordinator, and Assistant Webmaster.

Other related duties of the library webmaster or web team/committee include usability studies/testing; information architecture planning and design; site design and layout; liaison with institutional IT web services; administration of web team and the website; establishing and enforcing web standards and policies; and developing web forms.

Other related duties of library systems staff include setting up and maintaining the server; CGI scripts; online databases; electronic texts; SQL; ASP; PHP; and database infrastructure.

Other related duties of a consultant include review the existing website and make recommendations for the creation of a new library "Gateway."

Webmaster

If your library employs a webmaster/manager/administrator specifically to manage the library website, please continue to question 5.

If your library does not have a webmaster, please skip to question 9.

5. Does the webmaster hold the M.L.S. degree or its equivalent? (n=46)

Yes	32	70%
No	14	30%

What other relevant degree(s) does the webmaster hold? (n=25)

Bachelors	8
Computer Science (3)	
History	
Linguistics	
Journalism	
Business	
Masters	6
English (3)	
Computer Science	
Certificate	4
Undergraduate equivalent	1
Computer Science	
Ph.D.	1
Law	1

6. To what position does the webmaster report? (n=46)

Department Head	22
AUL (Assistant or Associate Dean)	15
Dean/Director	3
Team Leader	3
Other	4
Joint, Dean and AULs	
Assistant Vice Chancellor of Information Technology	
Information Technology Librarian for Public Services	
Digital Resources System Administrator	

7. Does the webmaster handle web-related responsibilities full-time? (n=46)

Yes	26	57%
No	20	43%

If no, what other responsibilities does the webmaster have? (n=23)

Reference	8
Electronic resources management	5
User education	5
Systems	4
Collection development	3
Catalog support and administration	2
Other	5

Other:
- Consulting
- Digital Initiative Team
- Head, Public Services
- Information arcade
- Senior administration

8. What are the advantages and disadvantages of having a webmaster/manager/administrator?

Advantages (n=45)

Uniformity of "look and feel" of website; adherence to standards and policies	13
One person with website as primary focus; ownership	13
Leadership, unifying force, centralized planning	11
Speed of updating and correcting; currency of website	7
General management and oversight, maintenance	7
Single point of contact for ideas/suggestions for patrons, staff, and campus IT staff	6
Global view of structure of website	5
Quality control	4
Accountability	4
Responsible for keeping up-to-date on new developments in web publishing	3
Training other staff	2

Disadvantages (n=30)

None	7
Overwhelming for one person; everything takes longer; details not handled as well as when responsibility is distributed	5
Diversity and experimentation in website compromised	5
Hard to stay connected; too far removed; not part of public services	3
Control centralized; too much responsibility given to one person	2
Might not be enough hands-on; may have to delegate too much	2
Difficult to meet expectations and get buy-in from staff	2
Not having webmaster working on website full-time	2
Other	6

Hard to keep up with new developments
Librarians too dependent upon webmaster and not have to learn as much
Others in library may feel constrained about designing and posting web pages
A problem when the webmaster leaves the organization
May be in difficult political situations in library
Difficult to find a person who understands the library, has graphic design acumen, and web skills

Web Team/Committee

If your library has a web team/committee, please continue to question 9.

If your library does not have a web team/committee, please skip to question 14.

9. How many people serve on the web team/committee? (n=51)

Minimum	Maximum	Mean	Median
3	18	8.39	8

10. How are members of the web team/committee selected? (n=53)

	n	%
Representatives from library departments/areas	20	38%
Based on knowledge/skills	9	17%
Based on function	3	6%
Based on interest	0	0%
Other	21	40%

Please specify:
All or a combination of the above
Appointed by the administration
Have the time available

11. What is the term of office for members of the web team/committee? (n=53)

Indefinite; continuing appointment	30
2 years	5
1 year	5
Interim arrangement	3
2-3 years	2
1 year renewable	2
3 years staggered; some shorter terms	1
2 years renewable	1
2 years for some; the rest indefinite	1
1 year one person; the rest indefinite	1
Reviewed annually	1

12. To what position does the web team/committee report? (n=51)

AUL (Assistant or Associate Dean)	20
Department Head	11
Webmaster/web manager	8
Dean/Director	4
Senior administrative team/group	4
Library Management Team	4
Public Services Council	4
Other	3

Library community as a whole
Steering Committee
Varies according to what aspect team/committee is working on

13. What are the advantages and disadvantages of having a web team/committee?

Advantages (n=52)

Diversity of opinion, viewpoints, and perspectives; inclusion; broader vision; input and feedback	24
Functional areas represented; effective communication and input across library; buy-in from staff	21
Sharing varied skills and knowledge	18
Distributed workload and responsibility; pooling of resources; shared accountability	16
Leadership and direction; coordination of web development library-wide; setting/communicating policies, standards, and guidelines	8
Helps maintain consistency throughout the site, thorough editing by consensus	5
If it's a small group, allows for quick decisions and actions; focused discussions	4
Direct input from library staff engaged in contact with public	2

Disadvantages (n=43)

Slow, hard to build consensus and act	16
Juggling web responsibilities with demands of regular job	7
Different levels of technical expertise	6
None	5
Politics, too many turfs to protect	4
Hard to get buy-in, ownership	2
Hard to schedule meetings	2
Authority and support unclear	2
Other	9

Other
- Hinders user-centered process
- Too obsessed with content
- Doesn't involve some who want to be involved
- Some tasks fall through the cracks
- Hidden agendas in circumventing webmaster
- No single person responsible for website
- Group too large
- Have to take everything to service areas for extra input
- Consistency can be hard to maintain

Distributed Web Responsibilities

14. Are staff all across the library encouraged to author library webpages within their areas of expertise? (n=62)

Yes	58	94%
No	4	7%

If yes, what are the advantages and disadvantages of having web responsibility distributed all across the library?

Advantages (n=56)

Distributed workload	19
Sharing and developing of expertise	12
Departmental and local buy-in and ownership; staff actively engaged	11
Familiarity with content and users	11
Encourages creativity and multiple perspectives; broader input	9
Quicker development, publishing, and updates	8
Professional development; develops core of experts	5
Good communication; more collaboration; less defending of turf	3
Richer, more dynamic site	2

Disadvantages (n=53)

Inconsistencies in "look and feel", content, coding, and practice	27
Difficult to train that many people; uneven expertise; diversity of skills and knowledge	10
Not primary assignment so keeping pages up to date can be a problem	6
Too many people to coordinate; gaps in communication	6
Duplication of costly hardware and software	4
Managing maintenance of site more difficult; difficulty promoting link checking	4
Some pages within site weak; uneven enthusiasm across library	3
Becomes "turf" support; feeling of propriety	3
Problems with information architecture and unified access	2
Difficult to find the time to get the skills needed and to stay current	2
Difficulty reaching consensus	2
Staff turnover and vacancies	2
None	1
Other	3
Lack of accountability	
Varying degrees of buy-in	
Not all subject librarians participate	

Web Content

15. Do those staff responsible for web development and maintenance follow guidelines for maintaining a common "look and feel" to the library's website when they author webpages? (n=61)

Yes	48	79%
No	13	21%

16. Do library staff publish the pages they author "live" on the library's website? (n=60)

Yes	37	62%
No	23	39%

Web Skills Training

17. What web skills training is provided by the library, the institution, or outside workshops to library staff? Check all that apply. (n=60)

	provided by library	provided by institution	provided by outside workshops
Web development	44	41	36
Database management	11	27	33
JAVA scripting language	5	25	36
Structured query language (SQL)	4	22	32
Perl programming language	3	22	29
C programming language	1	24	23
Other	11	7	9

Please explain:
Specific systems and software were mentioned, including UNIX, XML, Dreamweaver, Cold Fusion, PHP, Oracle, Web CT, Adobe, and Photoshop. Other workshops cover information architecture, writing for the web, usable design, interactive design, and active server page programming.

Web Staff Arrangement History

18. Has the current web staff arrangement (i.e. webmaster, web team/committee, distributed, etc.) been used since the library website was first brought up? (n=61)

Yes	19	31%
No	42	69%

If no, how long has the current staff arrangement been used for managing the library website? (n=44)

Currently being established	3
Less than one year	9
One year	6
1.5 years	4
Two years	7
2.5 years	2
Three years	7
Three-four years	1
Five years	4
More than eight years	1

What were the reasons for changing to the current staff arrangement? (n=46)

Were striving for a common "look and feel" of site and cohesive information architecture; consistent navigation and shared resource database; more consistency and coordination	12
Old system discouraged staff participation; wanted more staff involvement and buy-in	10
Needed a full-time position specializing in web-related skills to focus on development of the website	8
Changes in personnel	7
Changes in library organization structure	2
Limited or wildly differing levels of skills	2
First attempt nonproductive or only partially successful	2
Easier to gather feedback and suggestions, make changes more quickly	2
Other	9

Ensure web server security
Change in focus from design to content/access
Reduced number of staff managing website
From team to webmaster
From team to webmaster and back to team
From web librarian and web committee to digital initiatives and back to web librarian and committee
Web committee could no longer manage complex website
Too much for webmaster to produce and maintain pages;

too little time for site maintenance and improvements
Massive redesign of site; Web Advisory Committee initiated

Evaluation

19. Please describe the techniques and/or measures (e.g. user surveys, website navigability surveys, informal feedback, etc.) your library uses to evaluate the effectiveness of the current web staff arrangement. (n=61)

Informal feedback	33
Focus groups	16
User surveys	15
Usability tests	13
None now, but in planning stages	9
None	7
Comments from webpage and e-mail	6
Staff surveys	4
Navigability surveys	3
Server statistics, web logs, usage data	2
Other	3

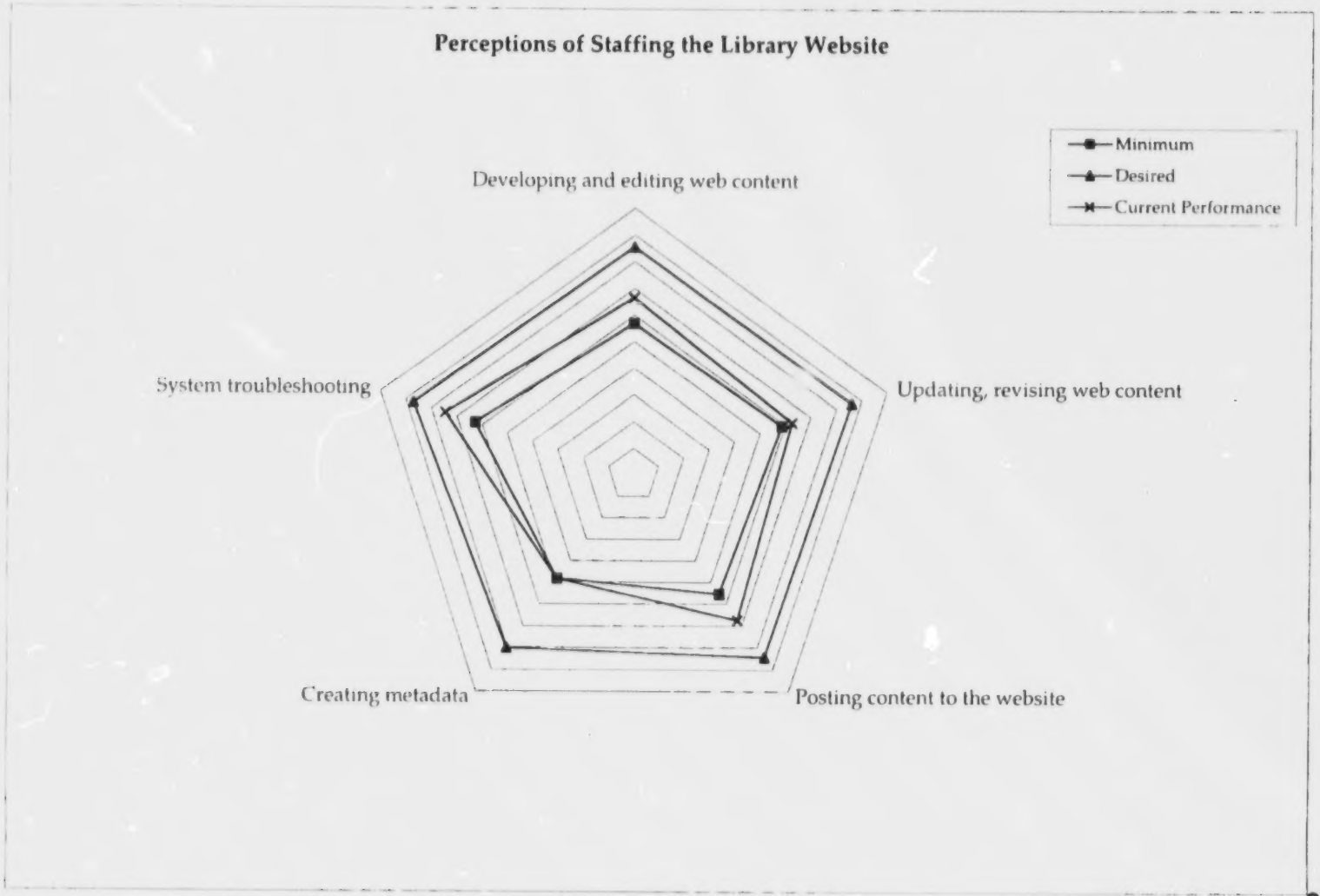
Consultant report
Beta testing new web design
Self-reporting

20. We would like your impressions about the quality of your library's numeric data collections and services relative to your expectations. Please think about the two different levels of expectations as defined below:

> Minimum Service Level: the minimum level of service performance you consider adequate for a research library to provide.
>
> Desired Service Level: the level of service performance you desire from a research library.

For each of the following statements, please indicate: (a) the minimum service level a research library should offer by choosing one of the numbers in the first column; (b) the desired research library service level by choosing one of the numbers in the second column; and (c) your perception of your library's actual service level by choosing one of the numbers in the third column.

	The Minimum Research Library Service Level Is:			The Desired Research Library Service Level Is:			My Perception of My Library's Performance Is:		
When it comes to...	**Mean**	**Std Dev**	**n**	**Mean**	**Std Dev**	**n**	**Mean**	**Std Dev**	**n**
Developing and editing web content	5.65	1.6	60	8.53	0.89	60	6.63	1.2	60
Updating/revising web content	5.88	1.7	60	8.62	0.64	60	6.28	1.3	60
Posting content to the website	5.55	1.6	60	8.48	0.79	60	6.75	1.3	59
Creating metadata	4.86	2.1	59	8.05	1.3	59	4.84	2.1	51
System trouble-shooting	6.27	1.8	60	8.71	0.53	59	7.44	1.3	59


Perceptions of Staffing the Library Website
Minimum
Desired
Current Performance
Developing and editing web content
Updating, revising web content
Posting content to the website
Creating metadata
System troubleshooting

Additional Comments

21. Please submit any additional comments that explain why the current web staff arrangement works well or not so well for managing your library website. (n=33)

Most of the respondents who report having an arrangement that works well described a distributed system that includes a webmaster, some version of a web advisory group made up of staff with a variety of skills, and staff at all levels who contribute to the website. The webmaster provides "accountability" and "professional oversight for operations security, service reliability, and policy compatibility." Advisory groups "oversee web-related projects and policy issues," "represent various geographic and work areas," "distribute website work evenly," and work with departments to "achieve a coherent site." In this arrangement, everyone who wants to participate is encouraged and trained to do so. Support staff, librarians, and other professional staff all may develop content for the website. Increasingly, they use templates that provide a consistent look and feel for the website and require minimal HTML skills.

Respondents with arrangements that didn't work so well agreed things would be better "if there were a permanent webmaster," if web work didn't rely on "part-time interested parties," if web staff didn't "all have other full-time responsibilities," and if more resources were allocated to web development.

22. Please provide suggestions concerning the effective use of staff resources in the development, management, or maintenance of a high quality library website. (n=20)

Place high priority on web development and maintenance by providing a dedicated and experienced webmaster with strong leadership skills and vision to take the lead role in creating a site with high standards of usability and content management capabilities. Collaborate with systems personnel on complex technical aspects of site development and delivery. (6)

A web team is essential. Include experts with complementary skills in graphic design, programming, database design, systems administration, content editing, information architecture, usability, and project management. Do not expect systems staff to be librarians or graphic designers, or librarians to be programmers or HTML experts. (3)

Encourage full library staff and faculty participation in delivering web services; diffuse responsibility. (3)

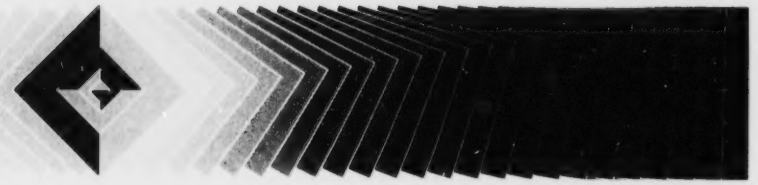
Provide plenty of training, books/manual, and upgraded equipment. (2)

Build specific web responsibilities into library budget rather than adding on these duties using existing staff.
Make necessary web-related skills part of support staff job descriptions.
Encourage cooperative projects.
Allow staff to submit content without knowing more than basic HTML with easy-to-use templates or e-mailing of content.
Design site using "user-centered" principles.

Responding Institutions

University of Alabama
University of Alberta
Auburn University
Boston College
Brigham Young University
University of British Columbia
Brown University
University of California–Davis
University of California–Irvine
University of California–San Diego
Case Western Reserve University
Center for Research Libraries
University of Colorado
Colorado State University
Cornell University
University of Delaware
University of Florida
George Washington University
University of Georgia
University of Guelph
University of Illinois at Chicago
Indiana University
Johns Hopkins University
University of Kentucky
Laval University
Library of Congress
McMaster University
University of Manitoba
University of Massachusetts
Massachusetts Institute of Technology
University of Miami
Michigan State University
University of Minnesota
National Library of Medicine
University of New Mexico
New York University
University of North Carolina
Ohio State University
University of Oklahoma
Pennsylvania State University
Purdue University
Rice University
University of Rochester
Rutgers University
University of Southern California
Southern Illinois University
State University of New York at Albany
State University of New York at Buffalo
Syracuse University
Temple University
University of Tennessee
Texas A&M University
Texas Tech University
Vanderbilt University
University of Virginia
Washington University
University of Waterloo
Wayne State University
University of Western Ontario
University of Wisconsin
Yale University
York University

SPEC



Representative Documents

Association of Research Libraries

Office of Leadership and Management Services

Webmaster Responsibilities

University of Alberta Library
Librarian Position Description

I. POSITION INFORMATION

INCUMBENT: **DATE:** March 9, 1999

POSITION: Web Development Librarian

ADMINISTRATIVE UNIT (including work unit): Information Technology Services

SUPERVISOR: , Associate Director, Information Technology Resources and Services

II. GENERAL STATEMENT OF RESPONSIBILITY

(I) PRIMARY JOB FUNCTION (one sentence)

As the creative designer and coordinator of the Library's Web presence, the Web Development Librarian's job junction is to take leadership in building a site which effectively presents to users the wide array of digital and print collection resources available through the Library and beyond, guides them in their research endeavors, and engages them through dynamic and interactive design.

(ii) NATURE AND SCOPE OF RESPONSIBILITY

Nature of Responsibility:

- organizing, managing and ensuring access to information delivered via the Library Web site
- identifying strategies to apply new technologies for developing and maintaining the Library's information services
- co-ordination of a system-wide Web development activities under the direction of the Associate Director for Information Technology and Resource Services

Scope of Responsibility

- responsible for carrying out assignments, determining methods of accomplishment and timeframes; interpreting existing policy and contributing to policy development at the level of the work unit

III.WORKING RELATIONSHIPS AND COMMUNICATIONS

(i) INTERNAL

- frequent contacts involved during consultation on Web design and functions, presenting suggestions or recommendations, obtaining cooperation and/or approval of action at the unit level
- contacts required for the coordination of effort (or phases of activity) among units in Web content preparation and introduction of new features which may have considerable impact on harmonious relations within the library system

(ii) EXTERNAL

- contacts involving consulting on problems, gathering information, presenting suggestions or recommendations, in order to obtain cooperation or approval of action with regard to campus Web directions and consortium-based library initiatives on the Web

- specific contacts include TRG graphics unit, other campus Web masters, library Web developers at other institutions, Web support staff at ATL, and technology support staff in CNS

IV. COMMITTEES AND PROFESSIONAL INVOLVEMENT
(committee responsibilities REQUIRED by the position and the position held on each committee)

- participation in service to the general public and to the profession is required by the position
- member of the Library Web Action Team
- member of the University Webmaster support group
- backup representative on the Campus Web Steering Committee

V. SPECIFIC RESPONSIBILITIES
(five to seven statements which describe what your position is intended to accomplish and the duties involved)

Leads the evaluation and redesign of the Library's central Web site and the development of an internal Web site for staff information and services

Facilitates decision making about content arrangement, navigation, graphical presentation, and other design issues by developing prototypes, researching new technologies, identifying "best practices", and communicating information about design options

Works with technical staff to better integrate current Web-based services into the main Library Web site, simplifying procedures for authentication, providing mechanisms for personalizing the presentation of services based on user preferences and context

Assists other librarians, through advice, training, and programming support, in creating Web pages, designing databases, and developing new digital collections and electronic services, acting, in particular, as the Library lead on the University SunSITE project

Consults with library users about the usability of and expectations for the Library web, through observation at reference desks, user surveys and face-to-face or Web-based feedback, and participation in reference delivery if appropriate.

Monitors developments in standards for content markup, metadata, accessibility, digitization, and authentication and works to ensure that Library services conform to these standards

COLORADO STATE UNIVERSITY LIBRARIES

DESCRIPTION OF DUTIES AND REPONSIBILITIES

DATE: August 1999

TITLE: Reference Librarian – Web Specialist

TYPE: 12-month tenure track academic faculty position

RESPONSIBILITIES

Reference Services is comprised of staff and faculty in Morgan Library organized into three groups, each with its own coordinator. These groups are Collection Management; Information and Reference; and Instruction, Outreach, and Staff Training. Reference Librarians may participate in activities of all three groups, but report directly to one service coordinator. Work schedule may include some evenings and weekends.

This position reports to the Coordinator for Instruction, Outreach and Staff Training and works with University offices, as appropriate, to facilitate access to the library's electronic and web-based information resources; analyzes accessibility and usability of the Libraries website on a regular basis using a variety of techniques; collaborates with Libraries staff to design, develop, implement and maintain Libraries web pages including instructional materials; provides web-based training and support to Libraries staff; chairs the Web Coordination group; and serves as primary contact for Libraries web pages and web-related issues.

This position also provides reference services individually and at the Reference and Electronic Information Center desks; provides orientation, instruction and other interpretive services for classes and groups which may include the preparation of appropriate instructional guides and bibliographies; provides access to information in electronic format; aids the Services Coordinator in unit operations as assigned or requested; promotes communication and sharing of information in the Libraries; prepares reports and undertakes special projects and/or assignments; demonstrates interpersonal skills, including ability to work as a group or team member, and ability to communicate effectively with faculty, staff, students and other library patrons; and as a member of the Reference Services group and the Public Services division, participates in the planning, developing and evaluation of services and collections.

RESEARCH and SERVICE

Librarianship has a profile of scholarly endeavor that is particular to itself. As faculty, librarians are expected to actively participate in both research and creative activities as well as make service and outreach contributions. This participation furthers the teaching function of the profession.

WEB PAGE SUPPORT POLICY

Approved by Administrative Committee, February 29, 1996

For web sites maintained on www.uky.edu/Libraries or www.uky.edu/Subject/ (including sub-directories):

- it is recommended that all files created for any library system department/unit, subject-specific library, or associate library be composed by either the WWW Resources Librarian or a librarian or technician working in that department/library.
- each department/unit/library may work with the WWW Resources Librarian and the www.uky.edu Systems Adminstrator to establish a sub-directory if they wish to create their own files. Otherwise, all library files will reside in /Libraries or /Subject, as appropriate.
- if the department/unit/library chooses to use part-time or student employees to write WWW files, a librarian or technician must be assigned oversight responsibility and act as the liaison to the WWW Resources Librarian (e.g., all files and alterations should be examined and approved by the overseer). Departments/Units/Libraries choosing this option should consider the potential transition problems as part-time employees and students leave their employ.

This page was last updated August 8, 2001. For more information or to make a comment, e-mail Rob Aken at robaken@uky.edu via your browser's mailer or via this form.

URL: http://www.uky.edu/Libraries/webpage.html

UK UNIVERSITY OF KENTUCKY LIBRARIES

UNIVERSITY OF MINNESOTA

WEB ADVISORY GROUP

Libraries Web Services Coordinator
University of Minnesota Libraries-Twin Cities

Position Description

- Leads the Libraries' web initiatives and implements the design and development of the Libraries' public and staff Web pages, under the guidance and direction of all the library teams and their governing bodies.
- Duties include planning, budgeting, and staff supervision, as well as coordinating content, design, programming, and overall quality control of the University Libraries Web sites.
- Coordinates and ensures a process for user assessment of interface design and use of Web resources and services.
- Programs CGI, PHP, JavaScript, MySQL, and other languages to aid in resource discovery, resource delivery, and provide for a more interactive, user friendly, and efficient library Web site.
- Provides technical advice for library-wide Web development and ensures coordination between the RCS, CDM, IADS, and the ITS teams.
- Coordinates Library Web efforts both within the University of Minnesota and beyond by representing the Libraries on local, regional or national Web groups and seeking partnerships where appropriate.
- Provides the Libraries with expertise on technology development and trends, and the applications of new Web technologies, keeping current on Web development tools, Web authoring software, new Web browsers and indexing

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Questions? Comments? Email Shane Nackerud at snackeru@tc.umn.edu

Back to WAG home page

TEXAS A&M UNIVERSITY
Sterling C Evans Library

Webmaster's Job Description

SUMMARY:

Primary responsibility is to provide and maintain direct and remote access to library databases. Serves as Webmaster for all Texas A&M University Library web pages. Serves as Telecommunications expert for the Texas A&M University Libraries. Assists in short and long-range automation planning for same. Coordinates and leads web, access, and database support among Systems technical staff and other support personnel.

SPECIFIC DUTIES:

Coordinates patron access to electronic resources offered by Texas A&M University Libraries.

Troubleshoots and analyzes network and telecommunications issues related to patron access. Makes reports and recommendations to the Head of Systems. Deploys and maintains servers needed for access to library resources by those outside the default campus Internet domain. Coordinates patron access issues with administrators of Library resources not directly managed by this position.

Serves as Telecommunications expert and develops necessary expertise to assist library leadership in exploiting campus developments in broad bandwidth and high speed networking.

Manages all LAN based patron resources and remote (extra-LAN) access to LAN based systems.

Deploys and administers servers needed for LAN based patron offerings, including CD-ROM databases. Troubleshoots and updates all LAN based CD-ROM databases. Resolves patron and in-house faculty and staff access problems related to these resources. Deploys and administers servers needed for remote (extra-LAN) access to LAN based systems. Directly assists in-house faculty and staff with remote access to library staff LAN. Directly assists patrons with remote access to resources offered to the public by these servers. Prepares reports and offers analysis of current availability and patron usage.

Manages general WWW presence by serving as the TAMU Libraries Webmaster and managing access to third party resources offered to patrons by the libraries.

Deploys and administers Web servers used for access to library resources by patrons. Develops and administers Web servers needed for a library Intranet. Coordinates development and deployment of various internally developed web resources. Coordinates access to information services with third party vendors, including the creation of any local CGI scripting, HTML documents and web server configurations needed for proper access. Resolves patron and in-house faculty and staff access problems related to these resources. Serves as resource to in-house faculty and staff on matters related to the Web. Advises on use of pertinent technologies to enhance Library use of the Web, especially as a patron access point. Directly assists patrons with access to Web based resources. Prepares reports and offers analysis of current availability and patron usage.

Actively pursues a self-directed continuing education plan for improving competencies applicable to job goals.

Supervises and trains one or more non-teaching graduate assistants and student workers. Researches, tests, recommends and installs hardware and software enhancements to existing servers. Joins in round table discussions as a member of Systems for short and long range automation planning. Experiments with and implements innovative library automation functions in the Systems testing lab. Carries a pager and is "on-call" as specified in the 1st Call rotation schedule. Serves as a backup for in-house client support. Additional duties as required.

Web Team/Committee Responsibilities

wig@ brown university library

web interest group charter

brown university library
december, 1999

group name:

The name of the group is the Web Interest Group

rationale:

The Brown University Library Web is an evolving structure that provides important access to Library collections services, policies, and resources, and serves as the Library's public face on the Internet. Its creation and maintenance require considerable staff effort and varied expertise.

purpose of group:

WIG is responsible for the development and maintenance of the Library Web, the primary electronic gateway to to the Library's collections, services, policies, and resources. WIG ensures that the Library Web is inviting, easily navigable, consistent, documented, and current. WIG works in broad consultation with the Brown University Library community.

suggested performance goals:

- Assume responsibility for the overall design and structure of the Library Web.
- Identify and monitor user needs for electronic information provided through the Library Web, in consultation with other Library staff, and take steps to ensure that those needs are met.
- Identify, in broad consultation with Library staff and Library users, lacunae in the content of the Library Web, and facilitate the creation of content for identified gaps by appropriate Library individuals/units. Identify priorites for content creation.
- Facilitate the creation of content for the Library Web by developing policies, guidelines, templates, and stylesheets for use by individual/unit content providers. Encourage Library staff creativity in developing content for Library Web pages.
- Identify skills and training needs of Library Web content providers, recommend steps to be taken to meet those needs.
- Ensure currency of the Library Web by regularly monitoring content and links. Alert appropriate Library content providers of needs for updating content and links.
- Assume responsibility for needed Library web content in the absence of other departments/units/individuals assigned such responsibility. Examples of such content include FAQs, navigational aids, and "top level" pages.
- Monitor web page usage, using the resultant information to develop both design and content of the Library Web, and to provide information on Library resource use patterns to other Library groups as required.
- Keep abreast of new developments in WWW technology, and review similar sites for examples of "best practices", apply these developments and practices to the Library Web as appropriate.
- Provide information and recommendations to appropriate Library individuals/units about hardware and software requirements for the Library Web.

- Ensure that Library Web pages are ADA compliant.
- Work with staff responsible for development of the Library Staff Intranet to ensure that sites, staff and public, are linked together when and as appropriate.
- Work with staff responsible for the Library's online catalog toward the seamless integration of the Library Web and Web Josiah.
- Report regularly to, and consult regularly with, the Brown University Library community in matters pertaining to the development of the Library Web.
- Make available the expertise of the Web Interest Group to other Library groups, departments, units, and individuals as needed to support and further their work. This includes, but is not limited to, assistance in the development of Library web pages.
- Identify the nature and level of support necessary for the Web Interest Group to perform its work, and communicate these needs to those in the Library charged with overseeing fiscal and budgetary matters.

wig home

Comments to: Brown University Library Web Team
Last Updated "Tuesday, 16-Jan-2001 13:45:41 EST"
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MIT LIBRARIES

Web Advisory Group

Charter

Web Advisory Group

Charter

Minutes

New web site design project

Vera project

Web Guidelines/Policies

Web Contacts (staff list)

Comments

[Public web]
[Staff web]

Web Mission Statement

(from the Web Management Strategic Initiative Group; Pat Flanagan, Chair)

The MIT Libraries' web site facilitates research, teaching, and learning on the part of the MIT community. It is a gateway to relevant network resources, information about other resources, and to library services and staff. It is an integral part of the Libraries' collections and services. It also functions as a primary location for information about the Libraries for users on the MIT campus and beyond.

Through web development, the Libraries further the goal to better serve the MIT community. User self sufficiency and ease of access are promoted by designing a single, coherent service that synthesizes the variety of information choices available to the user.

Charge

The Web Advisory Group serves as the editorial board for the Libraries' public web site. Reporting to the Web Manager, the group is responsible for developing and recommending policies and standards and for coordinating the overall organization and presentation of networked resources and services. The group monitors the content of the general and top-level pages and advises the Web Manager on changes. Its members may lead subgroups, act in a liaison role, or coordinate discussions among groups and individuals with responsibility for web pages.

Membership

The Web Advisory Group is chaired by the Web

Manager and shall consist of a cataloger, a reference coordinator, a collection manager, and a member-at-large. The Web Manager is the only permanent member; the others are appointed for two-year terms. The terms of the initial appointments will vary so that the membership will turn over on a staggered timetable. The cataloger, reference coordinator, and collection manager appointments shall be made by the Associate Directors for Public Service and Collection Services in consultation with the Web Manager. The member-at-large shall be chosen at random from a group of volunteers. Any member of the Libraries' staff with demonstrated experience and expertise in web development and management is eligible to serve as a member-at-large. A call for volunteers will be issued approximately two months prior to the end of the incumbent member-at-large's term.

The Role of the Web Manager

The Web Manager is the editor-in-chief for the Libraries' web site, with hands-on responsibility for organizing and maintaining the top level pages. The Manager coordinates the efforts of web developers throughout the Libraries, is responsible for staff training and support, and keeps aware of relevant trends and developments throughout the Institute and the technology world. S/he is the liaison between the Web Advisory Group and Systems, and reports to the ITL for Public Services.

LIBRARIES
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

QUICK LINKS
CATALOG (web)
CATALOG (telnet)
RESERVES
UNCLE
E INDEXES AND DATABASES
E JOURNALS
E REQUEST FORMS
LIST OF LIBRARIES
SEARCH / USING THIS SITE

LIBRARY WEB COMMITTEE

The Library Web Committee is a service-oriented organization providing technical support, editorial review, and training to staff working with library web pages. Our goal is the creation and maintenance of a high-quality, user-oriented web presence.

Specifically we are responsible for:

1. development and maintenance of the campus library, main library (Academic Affairs Library) and Davis Library home pages,
2. determining what links exist among them,
3. formulating and interpreting web policies and procedures and reviewing Academic Affairs Library web sites,
4. communicating with other campus libraries and organizations about them
5. making recommendations to library administration on equipment necessary for the web site.

The committee will also conduct or arrange training and support for library staff involved in creating, revising, or editing home pages.

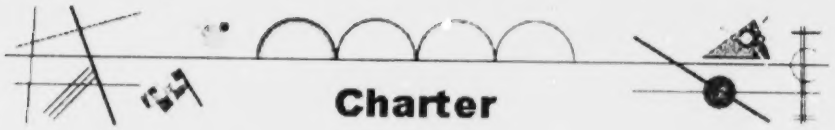
As an editorial board we review all Academic Affairs Library (AAL) campus library pages linked to the web site for conformance with the design principles and requirements contained in the AAL's *Web Publishing Content and Style Guidelines*, and will work with the page manager and, if necessary, the appropriate Associate University Librarian, to ensure that the necessary revisions are made.

Although they will not be official members of the Library Web Committee, representatives from the Law and Health Sciences Libraries (named by the directors of those libraries) will be invited to attend committee meetings as *ex officio* members. The Committee will be in communication with those libraries and, as appropriate, with other independent campus libraries about web-related matters of common interest, such as the description of libraries on the About the Campus Libraries page. .

In addition, one or more members of the Committee should also attend the campus Web Walkers group to keep other campus organizations and departments apprised of library web page developments and, in turn, to keep up with theirs.

Services | Who we are | Resources | Procedures | LWC Home
Home | Online catalogs | Resources | Library Information | Services | DAS | UNC Home

Please send comments and questions to the Library Web Team at webteam@www.lib.unc.edu.
URL: http://www.lib.unc.edu:9000/lwc/index.html
This page was last updated Monday, March 13, 2000.



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Web Site Support Team Charter (WSST)

August 2000

1. Member Characteristics

Members of the Web Site Support Team (WSST) have a demonstrated commitment to user needs, a system-wide perspective, and an understanding of the importance of the Libraries web site as a communication and public relations tool of the Libraries. Members have good computer skills and are in the habit of constantly updating and increasing these skills.

Membership includes the Libraries Webmaster and individuals knowledgeable of the various services offered by the Libraries, and the diverse audiences that we serve. Many members may be webmasters for their individual departments or libraries. Most members should expect to serve for two years and serve overlapping terms to provide continuity.

2. Purpose/Goals

The goal of the Web Site Support Team (WSST) is an easily navigable, professional and logically organized web site for the Purdue University Libraries. The Team also facilitates the presentation and updating of the Libraries web site (both internal and external parts) by assigning responsibility for content of particular sections to appropriate bodies. The WSST guides the building and maintenance of an important element of the Libraries electronic infrastructure, which directly affects the remaining strategic directions of the Learning Library, Scholarly Communication, and User-Centered Services.

3. Background

The WSST is being formed as a result of recommendations made in the Libraries Council report on 'Creating a User-Centered Technical Environment'. During the summer of 1999 the Libraries adopted the software Team Fusion for creation of web pages and an ad hoc team drafted interim guidelines for web pages. The *Purdue University Libraries Interim Web Site Policies & Design Guidelines* were approved by the Libraries Council on August 19, 1999 with the understanding that they would be used until a more permanent body was established to oversee the web site and provide design guidance.

4. Challenges/Considerations

- Distributed authoring of web pages makes communication and coordination difficult.
- Recognition and understanding of the continuous change inherent in a dynamic environment like the Web.
- Decentralized nature of the Libraries.
- Number of libraries staff members with thorough understanding and ability to develop web pages in the Libraries' standard authoring software needs to increase.
- Need for additional hardware, software, and training for web page development.
- Need to gain general consensus on look and feel of web site and then adherence to that style yet allow for variations needed to address specific disciplines, audiences, or situations.

5. Key Responsibilities

- Designs an easily navigable and logical organization for the web site.
- Maintains and improves the conceptual structure (look, feel, navigation, logic) of the Libraries' web site including the Libraries intranet.
- Creates and maintains Web Page Guidelines for the Purdue University Libraries web site.
- Considers needs of users with disabilities in designing the web site and develops appropriate guidelines.
- Identifies appropriate groups to create and maintain content for specific sections of the web site.
- Facilitates rapid response to user problems with the functioning of the Web site.
- Optimizes user interface with input from users.
- Develops and implements plans for using web site capabilities to best advantage.
- Considers user needs and system-wide goals when establishing priorities for web site enhancements.
- Provides recommendations and schedules for major changes in web site.
- Communicates in a timely and open fashion with internal and external users regarding anticipated changes and their implications.
- Apprises the appropriate administrative group(s) of budget, equipment, and training needs of the library staff and WSST members.
- Educates Libraries' staff of the shared responsibility to insure that THOR information is correct and up to date.
- Monitors other web sites on a regular basis to maintain Purdue University Libraries' awareness of useful features and new technology.

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6. Parameters/Boundaries

- Recommendations and decisions of WSST are defined by the key responsibilities of this charter
- The WSST forwards informational reports and recommendations to LMT via its sponsor. A report from the WSST may result in LMT asking for additional information. The goal is a continuous feedback loop (probably iterative) between the team and the LMT, library staff, and users.

7. Measures of Success

- External and internal user satisfaction with the web site interface
- External and internal user satisfaction with the timeliness of web site information
- External and internal user satisfaction with maintenance of web site

8. Communication

- The sponsor for WSST is an LMT member who facilitates communication between WSST and the LMT. The WSST and its sponsor will choose the appropriate channels and frequency for communicating with the larger organization.
- The WSST has strong communication ties with all Libraries staff that publish Libraries web pages.
- The WSST works with appropriate teams and staff members to facilitate development of specific content for the Web site.
- The WSST communicates with end users both internal and external to optimize the usability of the Web site.

9. Timeline

- The WSST will set priorities and a timeline for addressing key responsibilities.
- The WSST is cognizant of the University schedule and needs of users when implementing major changes to the structure or style of the Libraries Web site.

10. Resources Available

- The WSST consults individuals, groups and organizations (internal and external) to obtain information relevant to this charge.
- Requests for training and/or conference attendance that support development of Team expertise in web site creation, development, organization, and maintenance will be submitted to the Administrative Team.
- Team members will have access to the tools (e.g. books, manuals, software) needed to carry out their charge.

Prepared by Michael Fosmire, Priscilla Geahigan, Judy Pask
August 9, 2000 Revised August 21,24, 2000

University of Waterloo ***Library Staff Web***

Web Operational Management Group

Terms of Reference

The UW Library Web Operational Management Group is responsible for the effective day-to-day operation of the UW Library web sites and will do this by:

1. Implementing operational policies and procedures for the operation and maintenance of the web sites
2. Monitoring the regular maintenance of the web sites (e.g., running LinkBot, collecting statistics, ensuring regular indexing)
3. Working closely with the appropriate groups and staff who have responsibility for creating and maintaining web pages in the Library (establish and maintain a web site and listserv for this purpose)
4. Regularly informing library staff of new developments
5. Facilitating the exchange of information with library departments and/or functional areas, other TriUniversity web groups, and other appropriate bodies
6. Liaising with Systems Department and IST staff when specialized support is required (e.g., JavaScript and cgi support)
7. Liaising with the Manager, Library Systems Support Services to coordinate training or other systems support issues as required
8. Making recommendations on policy, financial, resource, long-term planning, and other issues as required

The UW Library Web Operational Management Group will meet bi-weekly or on an as-needed basis to carry out the above responsibilities.

Return to: Committee Home Page
Web Operational Managment Group
Last updated: February 13, 2001

Distributed Responsibilities

Boston College Libraries |

Boston College Libraries
Web Development Policy

Boston College Libraries Web Site

Purpose:

The purpose of the Boston College Libraries web site is to support the Libraries' mission to provide 21st service by:

- Promoting the collections, resources, and services of the Boston College Libraries.
- Supporting the research and teaching mission of the University.
- Assisting our users in accessing information on the Internet by gathering and evaluating internet resources which support research needs and the curriculum.
- Creating a Digital Library to provide a full range of resources and services which complements those available in our traditional, physical library-- delivering to the user's desktop 24 hours a day, at the point of need.
- Focusing on users, with our primary focus on the user community at Boston College, its students, faculty, and staff.

Web Development Responsibilities:

- **Library Web Manager** (position summary)
  The Boston College Libraries' Library Web Manager coordinates web development across the BC Libraries web site and chairs the Libraries' Web Editorial Board.

- **Web Editorial Board** (charge)
  The Web Editorial Board is a policy advisory body, intended to provide operational guidance and policy and functional design advice to the Boston College Libraries' Library Web Manager. The Board reports to the Associate University Librarian for Research, Instructional, and Access Services. Members of the Web Editorial Board include the heads of Reference, Access Services, Collection Development, and Systems and the Digital Resources Cataloger.

- **Web Working Teams** (statement)
  Ad hoc Web Working Teams are formed as needed to support specific web development efforts and initiatives. Library staff members are selected according to job responsibilities and individual web related skills. Members of Web Working Teams facilitate web development in the Libraries by supporting the work of the Web Editorial Board and the Library Web Manager, providing technical advice and resources.

- **Web Authors and Departments** (server folders)
  Library staff in all service areas develop and produce content for the Boston College Libraries web site. In general, library files on the web server are organized into folders which correspond to Department responsibilities within the Libraries. Departments are responsible for producing and maintaining web content relevant to their service areas. Examples include:
  - Access Services (circ folder; examples: publish library hours and access services policies, and provide forms for online requests-- book renewals, holds, recalls, InterLibrary Loan, Reserve)
  - Reference and Instructional Services staff (ref folder; examples: reference resource pages and library instruction)

- Subject Bibliographers (ref/guides folder; examples: research guides)
- Branch Libraries -- individual sections of the site (folders: bap, Burns, ERC, swlib)
- Staff web site (staff folder; separate passworded section of the Libraries' site)
- News (ulib folder; Library announcements, highlights, and events)
- Technical help and documentation (sys folder; example: System Services "Library Technology" pages)

Web Development Procedures and Guidelines:

- **Library Procedures and Guidelines**
  - BC Libraries Web Development Procedures
  - BC Libraries Web Development Guidelines
  - BC Libraries Web Development Assignments

- **University Procedures and Guidelines**
  Basic procedures and guidelines for Boston College's web site are outlined by the University on the web page Web Page Authoring provided by BC's Office of Information Technology. The page includes links to the following documents:
  - How to Publish on InfoEagle: provides an overview of of how to set up an account for an organizational web site.
  - Guidelines for Information Providers: outlines guidelines for the types of information suitable for InfoEagle and University polices regarding the appropriate use of electronic information.
  - InfoEagle InfoProvider Agreement Form: the form you need to read and have approved by "your vice president, dean or their designate" in order to post content to the web site. (The Web Development Librarian is the person designated to provide the approval signature for InfoProviders in the Libraries.)
  - Web Development Resources: provides links to many resources to help you in building a web site.

November 14, 2000 svf

Return to BC Libraries Web Development | BC Libraries Staff Web Page

Boston College Libraries |

Boston College Libraries
Web Development Assignments

This page lists descriptions of web development responsibilities and assignments for sections or pages on the BC Libraries web site.

Library Web Manager - position summary

Directs the design and operation of the Libraries' Website as a key gateway to library services and resources. Leads the Library-wide effort to maintain and improve the Website to facilitate scholarly communication, information delivery, and user productivity. Accomplishes this through personal responsibility for the University Libraries' top level web pages and coordinating responsibility for all other library Web pages, including participation in planning and implementation of web-based resources, projects, and services.

Web Editorial Board - charge

The Web Editorial Board is a policy advisory body, intended to provide operational guidance and policy and functional design advice to the Boston College Libraries' Library Web Manager. The Web Editorial Board reports to the Associate University Librarian for Research, Instructional, and Access Services. The Board is called together by the Library Web Manager regularly, on a schedule to fulfill the responsibilities above. The University Librarian is an ex-officio member. The Board includes the heads of Reference, Access Services, Collection Development, and Systems and the Digital Resources Cataloger. The Board responsibilities of these managers places them on the leading edge of the integration of our traditional library services with our digital library services. The purposes and scope of the areas they represent also reflect the Boston College Libraries' goal to create virtual service points at every user's desktop. The Libraries' Web initiative is fundamental to achieving that goal, and is a precursor to 21st century digital library service.

The work of the Board may be accomplished by the Library Web Manager and the Board members working together, or by working groups assigned to specific tasks or projects, operating under the Board's leadership.Web Editorial Board members will also look to the User Services Committee for advice and feedback on completed and planned projects, and other issues related to the development and maintenance of the Libraries' Web site.

Web Working Teams - statement and members

Members of ad hoc Web Working Teams facilitate web development in the BC Libraries by supporting the work of the Web Editorial Board and the Library Web Manager, providing technical advice and resources. Library staff members are selected for participation in Web Working Teams according to their job responsibilities and individual web related skills.

Web Authors and Department Responsibilities

The Information Technology Webmaster maintains individual accounts for library staff members who are authorized as InfoEagle providers, including information about their current

access permissions. Web authors receive server permissions to provide content related to their job responsibilities. Specific guidelines and procedures for providing and maintaining web content within service areas should be defined at the department level. Departments are responsible for setting up appropriate mechanisms for web development activities in their service areas.

Library Server Folders - content Assignments
Below is a list of library folder names with content descriptions, followed by names of individuals who have primary responsibility for overseeing folder maintenance:

ULIB - The Library root folder, Sheila Fehlman
Subfolders

- ADC - Academic Development Center, Suzanne Barrett
- bap - Bapst Library, Adeane Bregman
- Burns - Burns Library, Mark Esser and [Ronald Patkus - position open]
- circ - Access Services, Margie Fiels
- coll - Collections, Jonas Barciauskas
- cs - Digital Library Projects page, [Carole Trainor]
- ERC - Educational Resource Center, Stephanie Neely
- fws - First-Year Writing Seminar, Kwasi Sarkodie-Mensah
- jobs - BC Libraries Job Openings, Leslie Marini
- media - Media Center, Claudia Semper
- news - BC Libraries News, Sheila Fehlman
- protof - Library web development and drafts
- ref - Reference and Instructional Services (including Reference pages, Research Guides, online databases pages, government documents, etc.), Ed Tallent
- staff - Library staff web site
- student - BC Libraries Student Employment, ???
- swlib - Social Work Library, Betty Cohen
- sys - Library Technology, System Services, Bob Gerrity
- weston - Weston Observatory, Syed Khan

BC Libraries Web Development Policy

November 14, 2000 svf

uc irvine libraries
web services

UCI LIBRARIES | LIB CON

WOW Group

Web Operational Working (WOW) Group

- **Membership**
- **Charge**
- **Subgroups**
- **Subgroup Meetings**

Meetings

- Transition Meeting February 16, 2001
- February 27, 2001
- March 16, 2001
- March 30, 2001
- April 13, 2001
- April 27, 2001
- July 10, 2001
- August 7, 2001

Web Operational Working Group (WOW) Membership

Name	Department	E-mail	Phone
Kim Baker	Administration/Publications	kbaker1@uci.edu	(949) 824-6628
Chris Cheung	Technical Services/Systems	ccc@uci.edu	(949) 824-4119
Steve Clancy	Science Library Research & Instruction	sclancy@uci.edu	(949) 824-7309
Vicki Grahame*	Technical Services/Cataloging	vgrahame@uci.edu	(949) 824-7643
Andrew Jones	Special Collections and Archives	asjones@uci.edu	(949) 824-7227
Kathryn Kjaer	Science Library Research & Instruction	kkjaer@uci.edu	(949) 824-8521
Pam La Zarr	Main Library Document Delivery/ILL	pslazarr@uci.edu	(949) 824-1687
Steve MacLeod	Main Library Research & Instruction	smacleod@uci.edu	(949) 824-4967
Sylvia Nienhuis-Irving	Administration/Publications	sinienhu@uci.edu	(949) 824-4098
Lisa Payne	Main Library Research & Instruction	lmpayne@uci.edu	(949) 824-6548
Allison Skwarlo	Education and Outreach	askwarlo@uci.edu	(949) 824-9214
Scott Talkovic	Technical Services/Systems	satalkov@uci.edu	(949) 824-2075
Lorelei Tanji	Collections	ltanji@uci.edu	(949) 824-5216
Margaret Tapper	Technical Services/Systems	mmtapper@uci.edu	(949) 824-6675
Dan Tsang	Collections	dtsang@uci.edu	(949) 824-4978
Rick Zwies (Chair)	Web Services	rzwies@uci.edu	(949) 824-2445

*Electronic Resource Librarian (when hired)

Web Operational Working Group (WOW) Charge

See UCI Libraries' Web Development/Maintenance Structure

Purpose and Charge

Along with the Web Advisory Committee (WAC), the Web Operational Working (WOW) group develops, maintains, and continuously enhances the UCI Libraries' public Web site as an integrated cohesive site that meets the needs of UC Irvine community. The WOW group implements the goals, tasks, and requirements of the USER and DISCoVER projects and ensures the ongoing usability, efficiency, effectiveness, and currency of the UCI Libraries' public Web site. It establishes processes (and functional subgroups) for the production, updating, and editing of Web content for resources and services; site information architecture and technology; database construction; usability testing; and graphic design for the UCI Libraries' public Web site.

Background

The UCI Libraries has maintained a Web presence since 1995. The previous Web Implementation/Interim (WebIT) Team launched the current public Web site in Fall 1998 and maintained the site until recently. Many enhancements were implemented during this period including the development of a single, cohesive Web presence for all the pages, the A-Z lists, the subject pages, and a search engine, among other improvements. In 1999, Library Administration approved a new position for a Web Manager and endorsed a general approach for a new integrated Web maintenance structure to support the further enhancement and ongoing maintenance of the UCI Libraries' public Web site. Subsequently, when the new Web Manager was hired, he worked closely with the WebIT Team and in consultation with numerous individuals and groups, proposed two large-scale projects (USER and DISCoVER) to enhance the Web site for users and streamline maintenance tasks. Library Council approved these projects and a general Web structure in

February 2001. There now needs to be a dedicated operational working group (WOW) that will implement these two important projects and provide ongoing maintenance of the Web site.

Key Responsibilities

- Implements USER and DISCoVER projects.
- USER: Creates a site that is more user-focused through extensive user evaluation/testing and that better integrates all electronic resources.
- DISCoVER: Employs new site information architecture/database technology/software with a search engine that will provide convenient (and value-added) searching and browsing of electronic resources across a variety of sources (such as the library catalog, CDL, electronic resources, and other databases) and that presents results in ways that are filtered and useful to users (an example is the UCSD portal project).
- Develops and coordinates collection procedures for obtaining user feedback, e.g., tests, surveys, focus groups, interviews, comments, etc. Analyses user feedback to continuously enhance the Web site and/or refers feedback to liaisons, teams, and units as appropriate.
- Develops web log collection procedures and analyzes and reports web usage statistics (both the usage of internal resources on our web servers, as well as the usage of external resources accessed from our site via outbound links, e.g. CDL/Melvyl) to get a complete picture of the web site's status and usage data.
- Improves Web site management by monitoring usage statistics, checking and updating links, providing dynamic content from a database, and creating new authoring tools (such as content interfaces and templates).
- Maintains and updates the Libraries' public \Web site through ongoing feedback from users.
- Develops, implements, and coordinates efficient processes and technologies to enhance and maintain the Web site, including creating a plan for maintaining Web content.
- Applies graphic design, editorial support, HTML production, dynamic Web content, technical support, standardized coding and metadata to the UCI Libraries' public Web site.
- Produces coding and style guidelines to direct Web projects and content work.
- Coordinates the UCI Libraries' public Web site with the UCI and CDL Web sites.
- Researches and monitors innovative Web technological and graphic design trends related to academic libraries.
- Assists with the future development of digital library content (in some manner as of yet undefined).
- Documents and archives WOW activities for information sharing and research.

Challenges/Considerations

- Implementing a large-scale project(s) that involves the support/coordination of many staff members, groups, and units within the Library.
- Integrating access to distributed databases (such as SQL database, ANTPAC, CDL databases, Internet resources, and finding aids).
- Rationalizing and analyzing Web/server usage statistics.
- Developing and coordinating a library-wide process for developing/maintaining Web content (content from both Collections and Services).
- Providing assistance to the UCI Libraries' Intranet Web site (in some manner as of yet undefined).
- Developing and coordinating the technical infrastructure to support the new information architecture of the public Web site.

Parameters/Boundaries

The group's scope is the UCI Libraries' public Web site and all associated library-sponsored public pages, resources, and database interfaces, including the public Web interface of ANTPAC (specifically meaning HTML pages, graphics, and user feedback for ANTPAC). Gathers and analyzes user feedback for library-sponsored public pages, resources, and database interfaces. Adds/updates/removes web pages, links, and graphics and applies library-wide standards and guidelines for library-sponsored public web pages, resources, and database interfaces.

Recommendations and issues related to changes and upgrades in the Innovative software and Innovative-generated interfaces are the focus of the ANTPAC Public Access Team (APAT) and Systems and are excluded from this charge. The relationship between the WOW group and APAT (intersections and discreet areas of focus) will continue to evolve as the WOW groups/processes are established and as the WOW and APAT groups work closely with one another over time.

Technology support for the USER and DISCOVER projects and for site maintenance/enhancement is a collaborative effort between the WOW group and the Library Systems Department.

Communication by the Group

The group is responsible for referring policy and resource issues to WAC and consulting with other individuals and library groups as appropriate, including IPWG (Internet Processing Working Group) and the ANTPAC Policy Committee. The group has a close working relationship with APAT. The Web Manager regularly communicates to library staff and Library Council regarding Web developments and seeks their feedback.

Timetable

Both the USER and DISCoVER projects will be completed by Spring Quarter 2002 (27 March 2002). Maintenance and the continuous enhancement of the UCI Libraries' Web site is expected to be ongoing. A review of the group's work and its charge will be done in March 2002.

Outcomes/Products/Deliverables

- A user-centered redesign of the UCI Libraries' Web site upon completion of the USER project.
- Dynamically generated Web information that includes research resources and service information upon the completion of the DISCoVER project.
- New value-added discovery tool (DISCoVER) with enhanced user control for searching and browsing electronic resources across distributed databases (such as ANTPAC, CDL databases, Internet resources, finding aids, and future digital library materials, etc.).
- Enhanced Web site management/improved efficiency (such as dynamic versus static web pages for A-Z lists, systematic link checking/updating, etc.).
- New HTML coding standards, metadata standards, and coding and style guidelines for Web development.
- New mechanisms and instruments for gathering and analyzing user feedback.

New process for adding, updating, and removing pages, links, and graphics on the UCI Libraries Web site including ANTPAC and other library resources/databases
New authoring tools for content providers (input interfaces and templates)
Contributing to research on usability testing and information architecture

Liaison/Management Contact (WHO THE TEAM REPORTS TO)

The WOW group reports to the Acting Assistant University Librarian for Research and Instruction and is chaired by the Web Manager.

As chair of the WOW group, the Web Manager also serves on the Web Advisory Committee (WAC). The WAC committee reports to Acting Assistant University Librarian for Research and Instruction who also serves as chair of WAC. The Acting Assistant University Librarian for Research and Instruction will be the liaison to Library Council for both WOW and WAC.

Recommendations/Decision Process

Decisions on routine implementation and operational issues regarding the USER and DISCoVER projects and the UCI Libraries' Web site will be made by the Web Manager and communicated to appropriate parties. All Web policy and resource decisions and issues will be referred to WAC for deliberation, recommendation, and/or decision.

WAC will make Web policy recommendations and some Web policy decisions related to the USER and DISCoVER projects and the UCI Libraries' Web site. The Acting AUL for Research and Instruction will share major Web policy issues that have broad implications with Library Council, and then make necessary decisions in consultation with the UL.

Membership and Term of Appointment

The Acting AUL for Research and Instruction will appoint the WOW group after sharing the tentative list of names with Library Council. Group members should have requisite expertise and/or affiliation to library units/groups. Key skills include: collection expertise; service expertise including reference, instruction and access; evaluation expertise; systems knowledge (NT, UNIX, web logs, programming, database, and Innovative); cataloging expertise; HTML coding expertise; graphics design expertise; and editorial expertise. Group members will be expected to devote up to ten percent (half of a day per week) of their time during the USER and DISCoVER Projects, but amounts will vary during the course of these projects.

Both the USER and DISCoVER projects will be completed by Spring Quarter 2002 (27 March 2002). The term of the initial appointments to WOW will be until March 2002 with a possible extension following an assessment of the group and its charge.

Web Operational Working Group (WOW) Subgroups

Content Subgroup

Meetings

This subgroup will create a plan to review, collect, maintain, and input Web content for the Web site. This will involve identifying appropriate content providers/coordinators/liaisons who will routinely add/ update/remove Web content (for both collections and services). The subgroup will make recommendations about the plan, identify content needs and content providers/coordinators/liaisons, and clarify their roles and responsibilities. A list of these content providers will be communicated to appropriate parties once the plan is finalized and approved. The subgroup will also assist in the development of Web/authoring tools for the content providers and facilitate their use. Additionally, the subgroup will provide production and editorial support for the projects and site maintenance. Members include:

- July 23, 2001
- August 6, 2001
- August 21, 2001
- October 16, 2001

Kim Baker
Steve Clancy
Kathryn Kjaer
Andrew Jones
Pam La Zarr
Sylvia Nienhuis-Irving
Lisa Payne
Allison Skwarlo
Dan Tsang
Rick Zwies

Technology Subgroup

Meetings

This group will develop and coordinate the site information architecture and technology, provide programming, scripting and coding, test and select software, and create and maintain web logs. Members include:

- June 13, 2001
- October 25, 2001

Chris Cheung
Scott Talkovic
Rick Zwies

Dynamic Databases Subgroup

Meetings

This subgroup will be responsible for the following: database design and development; selecting, testing, and implementing a search engine and necessary software; developing input standards and tools; metadata and controlled vocabularies regarding the databases; developing data input tools/interfaces and data extraction methods from ANTPAC; coordinating with CDL regarding the databases; and database maintenance.

- July 26, 2001
- October 31, 2001

Members include

Steve Clancy
Vicki Grahame
Scott Talkovic
Lorelei Tanji
Margaret Tapper
Rick Zwies

Usability Subgroup

This subgroup will conduct surveys, user testing, interviews, and focus groups to obtain user feedback and analyze data and web logs to inform design goals. Members include

Steve Clancy
Andrew Jones
Kathryn Kjaer
Pam La Zarr
Steve McLeod
Lisa Payne
Rick Zwies

Meetings

- June 21, 2001
- October 10, 2001
- November 14, 2001
- November 27, 2001

Design Subgroup

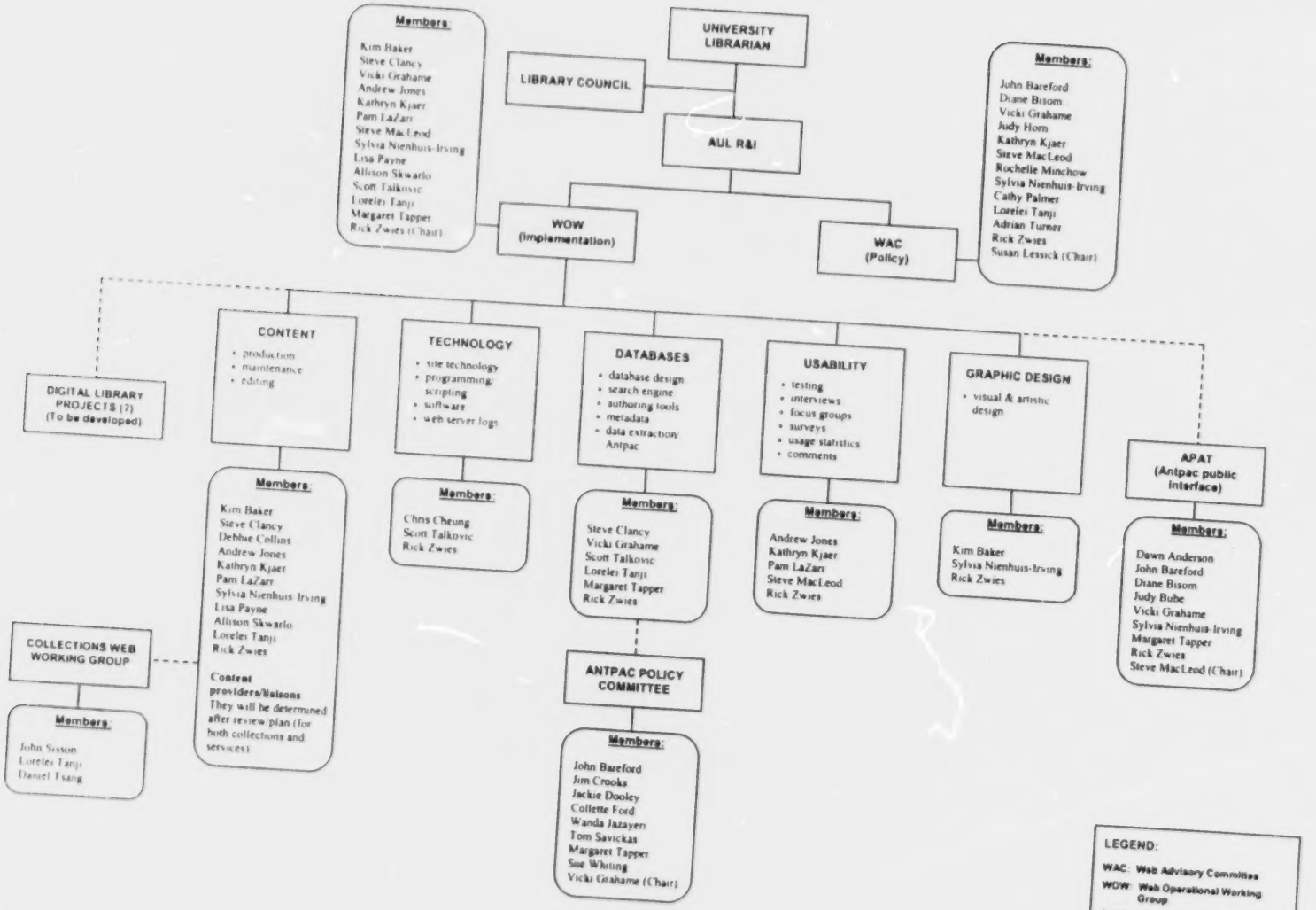
This subgroup will employ visual and artistic design techniques to Web site. Members include

Kim Baker
Sylvia Nienhuis-Irving
Rick Zwies

Meetings

none scheduled

UCI Libraries: Web Development/Maintenance Structure



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Mainstreaming the Web: A Distributive Model with Expert Resources

Working Guidelines
November 8, 2000

I. Web Maintenance: Distributed Model

A. The *Web Implementation Team, in conjunction with the library instruction group, will assist all library staff in html training and point-of-need assistance.

1. Each area, unit of the Library which maintains web pages will ensure that sufficient staff is trained to maintain pages; the number of staff involved will vary in relation to the amount of web activity in any given area.

2. Every project leader (individual or group) is responsible for taking on or assigning the basic maintenance and updating of Web pages and databases.

3. The Web Implementation group and the Instruction Group coordinate and offer a basic training program on web skills on a regular basis.

4. The Web Implementation group will notify authors when there are broken links.

5. The Web Implementation group will provide guidelines for web page design which allow taking advantage of any automated page updating.

6. The Web Implementation group may be reached by e-mail using the address: web@manta.colostate.edu

7. The Web Implementation group will post pages on a timely basis.

8. The Web Implementation group will advise individuals if their request goes beyond a maintenance level and requires advice from the web consultants or should be handled using the project guidelines.

9. Projects handled on independent servers, such as WebZap, will not be managed by the Web Implementation group.

B. The homepage is maintained by the Web Implementation Group. Questions or concerns about the homepage should be directed to Michelle Mach as Web Librarian.

C. Broad-based issues not easily addressed by members of the Web Implementation Group will be referred to Joint Services Group for resolution.

D. Concerns involving individual or departmental pages should be handled through normal supervisory channels for resolution.

II. Web-based Project Development: Pool of Experts Model

A. Web Consultants** serve as expert resources for library staff involved in web-based

projects or exploring new initiatives.

1. The Web Librarian (Michelle Mach) serves as a primary contact for this group and will distributed general information to Library as appropriate.

2. Web Consultants can be contacted as a group using the e-mail name: webcon@manta.colostate.edu

3. Web Consultants identify appropriate training or support to increase their own skills and as a group strive for cross-training and shared knowledge building to strengthen collective technical skills.

4. Web Consultants actively seek ways to streamline web maintenance and introduce appropriate templates for page creation.

B. Web-based projects may be initiated by library staff of any department with appropriate supervisory approval.

1. Projects involving cross-departmental cooperation should be brought to Joint Services for review and prioritizing.

2. Each project must have a leader (or co-leaders) to represent the project, ensure inclusion in department, division, and library strategic planning and to ensure adequate resources, both monetary and staff, for success.

3. Each project must have a home base, usually a department home but may be a unit, co-sponsored by more than one department, or division-based. This structure supports the ability to handle any issues, concerns or resource needs though the existing organizational structure.

C. Project leaders, in conjunction with Joint Services supervisors as necessary, involve appropriate Web Consultants at the beginning of each project. Depending on the nature of the project, a Web Consultant(s) may join the project team on an ongoing basis.

D. Division Heads will maintain a list of active Web projects and contacts.

E. Broad-based issues not easily addressed by the Web Consultants or project team members will be referred to Joint Services for resolution.

III. The Web Librarian (Michelle Mach), in collaboration with Web Consultants, oversees regular distribution of information including new web features, training tips, new web capabilities and/or software packages.

IV. General tools, software, or equipment required for Web maintenance or Web projects will be handled through the existing competitive budgeting process. This does not apply to projects funded by grant or other outside funding.

* membership: see Web Implementation Team
** membership: see Web Consultants

Content: Michelle Mach
Last updated: Thursday, March 15, 2001 12:49:49
URL: http://lib.colostate.edu/staff/web/model.html

Library Web Page Policy
September 25, 2000

Introduction

The University of Georgia Libraries web page is intended to be the gateway to electronic resources, departments and Library information. The web page acts as both an information tool (communicating information about the Libraries: hours, collections, personnel, mission) as well as an organizational tool (organizing content by subject, format, etc.). The purpose of this document is to define the mission and vision of the Libraries' web page, to clarify the roles of all parties involved with the web page, and to create policy for content and functionality of supporting web pages.

Statement of Purpose

The University of Georgia Libraries web page is the electronic counterpart to the physical library building. As such, it is designed and organized with a scholarly community in mind. Its primary function is to deliver in a clear and concise manner information regarding the Libraries (services, resources, hours, staff, etc.) and to provide an academic organizational framework for resources subscribed to by the Libraries and Internet sites deemed suitable to the academic focus of the University community.

It is developed primarily for use by the students, faculty and staff of the University of Georgia. It secondarily supports the Athens community, the state of Georgia and independent researchers.

Responsible Parties

The primary parties involved in the web page are the web master, the Web Advisory Group (WAG), and departmental web editors.

The role of the web editor is to:

- clarify the mission and vision for the Library web site;
- determine what content/functionality the site will contain;
- specify how users will find information in the site by defining its organization, navigation, labeling and search systems;
- maintain primary and secondary level pages;
- map out how the site will accommodate change/growth over time;
- consult/arrange training for departmental web editors.

The role of the Web Advisory Group is to:

- advise the web master on matters pertaining to the Library web page (policy, design, content);
- represent the viewpoints of the multiple constituencies within the Libraries.

The role of the department web editors is to:

- develop specific information resources for departmental based needs within the framework approved by the web master;
- maintain and update pages as appropriate;
- coordinate page development and major revisions with the web master and appropriate departmental web editors to ensure that links from top level pages are accurate;
- serve as liaison to the web master.

Web Page Standards and Guidelines

Content requirements:

- Departmental web pages (reference, acquisitions, circulation, etc.) will have the header/navigation bar of the Libraries' web page and a side navigation bar for all appropriate related web pages; Collection web pages (special collections, media, maps, etc.) will have the header of the Libraries web page (the picture of the library building with the text "University of Georgia Libraries") or a modified header as approved by the web editor;
- link to the Libraries' web page (may be incorporated in the header);
- a footer including last revision date, name and/or email address of author or contact person, statement of copyright, and the URL of the web page;
- title or subtitle to identify the unit authoring the page and the content of the page (Title should appear in the <title> area in the <head> of the page);
- <alt> tags for images describing the content or purpose of the graphic;
- appropriate attributions for images and textual materials with regard to copyright guidelines.

Design requirements:

- white background;
- page kept to judicious length (two computer screens, if possible);
- appropriate use of graphics;
- shallow hierarchy of web page structure

Web Design Guidelines

Boston College Libraries |

Boston College Libraries
Web Development Guidelines

Content Guidelines

When developing content for the Boston College Libraries web site, staff should adhere to the following guidelines.

- Information added to all BC Libraries web pages must be related to the goals and functions of the Boston College Libraries.
- All materials included in the BC Libraries web must comply with the rules and regulations of Boston College, as published in the *Boston College Policies and Procedures Manual*, and/or adhere to the terms of any licensing agreement.
- The BC Libraries Web Editorial Board identifies standards, policies, and procedures for the BC Libraries web site. The Library Web Manager, working closely with the Web Editorial Board, Web Working Teams, and Library Departments and web authors, coordinates web development for the site.
- Content development should reflect Boston College Libraries resources and services (rather than individuals or departments).
- All web authors are responsible for ensuring that information in their web files, including links to outside resources, is valid, current, and appropriate to the goals and purposes of their department/branch and the Boston College Libraries. In instances where web content overlaps with other areas of responsibility within the Libraries, web authors must consult appropriate individuals to involve them in reviewing the pages before public release.
- Web authors are required to maintain their own files and update, remove, or correct materials as necessary. Web authors should train assistants or colleagues to serve as backups during their absence. If the absence will be permanent, web authors must transfer the responsibilities to other individuals. Files that are not properly maintained will be removed from the BC Libraries web site.
- Materials on the BC Libraries web site are at all times open to review. Violations of these guidelines will be referred to the Web Editorial Board. Failure to abide by these guidelines could result in removal of the files or directories in question from the site and a loss of access to the BC Libraries web server. In extreme cases, those responsible for violations of Library policies or federal, state, or local laws or regulations will be referred to appropriate university authorities.

Design Guidelines

The University is currently working toward providing design guidelines for the entire Boston College web site. When University guidelines are available, design guidelines for the BC Libraries web site will be developed to conform to University standards. In the interim, web authors should review web pages on the existing BC Libraries web site and attempt to design pages which generally fit the current "look and feel" of the existing site. If you wish to create a design which differs significantly from existing pages, submit the new design for review by the Web Editorial Board.

BC Libraries Web Development Policy

November 14, 2000 svf

http://www.brown.edu/Facilities/University_Library/MODEL/wig/wigguidelines.html

wig@brown university library

Brown University Library Web Guidelines (2/1/00)

Statement of purpose | Audience | Web Administration | Document Submission
Author Guidelines:Content | Design | Procedural/Technical | Accessibility

Statement of purpose:

The Brown University Library Web is an evolving structure that provides important access to library collections, services, policies, and resources, and serves as the Library's public face on the Internet. Its creation and maintenance requires considerable staff effort and expertise. The Web Interest Group (WIG) is responsible for the development and maintenance of the Library Web. WIG ensures that the Library Web is inviting, easily navigable, consistent, documented, and current. These guidelines are set down to aid authors of Library Web materials in their work.

Primary audience:

The primary audience of the Library Web is students, faculty and staff of Brown University. The Library Web also presents and promotes the Library to an information-seeking audience that is global in scope..

Web Administration:

WIG is responsible for the development and maintenance of the entire Library Web, except where otherwise designated (i.e. the administration of Web Josiah).

WIG is responsible for:

- The overall organization of the library web site.
- Designing and maintaining the home page and the first page of each of the main subdivisions of the site.
- Maintaining a consistent and easy-to-use web site for the Library.
- Transferring all pages into the Library Web Server.
- Coordinating with Computing and Information Services on matters of hardware, software and technical issues for managing the web site.
- Reviewing all pages for adherence to Library Web Guidelines.
- Preparing a site index.
- Maintaining standard file names on the server.
- And other responsibilities as stipulated in the **WIG Charter**.

WIG will not be responsible for reviewing content, except where appropriate to pages produced by WIG, but will review pages to determine appropriate linkages to other pages and for accuracy.

Document Submission:

WIG encourages the library staff to submit documents for inclusion in the library web site. Authors should first contact a WIG member about their proposed page. WIG members can provide guidance and editing assistance. In some cases, WIG will contact individuals and/or departments to develop web pages. It is the responsibility of WIG members to review and transfer the page to the library web server and to make all appropriate links to other pages.

Author Guidelines:

The purpose of these guidelines is to provide concise standards, style directions, and maintenance procedures for the University Libraries staff who design, author, and maintain Brown University Library web pages.

It is suggested that a general web style manual be consulted before beginning to work on a page. A good example is the **Yale style manual**. Documents should be concise, if possible, and graphics should only be used if they provide images that help explain or demonstrate the subject of your document.

Individual authors will be responsible for:

- Determining the content of their pages, including all links.
- Using a text editor for a document created with a word processor.
- Contacting a WIG member for assistance and for help submitting documents to WIG for approval and downloading.
- Maintaining the content and links on their pages. This includes reviewing them periodically to ensure links are accurate, then providing updates to their pages. Link checking software is available, for example **Xenu**
- Accuracy of the information in the web pages.

Content

Required:

- Include on every home page: name and email address of responsible person or entity (for example, sciences@brown.edu) or link to this information. Specific libraries must include a street address.
- List date of last update for pages with substantive content. You can use the following cgi script: **<!--#echo var="LAST_MODIFIED"-->**
- Include the full name of unit (in title heading, document text, mailing address, and/or graphical link) and/or URL in order that the source can be recoverable (for example, "Reference Department, Brown University "). This will also aid any user to identify the department should there be a need for direct contact.
- Information is to be factually accurate and up to date. Care should be taken to verify information before adding it.

Recommended:

- Write with a focused purpose with a web audience in mind.
- Include a copyright statement (if and when appropriate).
- Do not use proprietary materials without permission from the owner.
- Add a statement of document status if in progress (for example, "prototype," "draft").
- Indicate restricted access where appropriate.
- Use a warning statement if link will lead to large document, image, or data set (for example, "PDF version available: 500 Kb").
- Avoid browser-specific terminology (for example, "Click on Netscape's Search button").
- Write linking text so that it makes sense when the link isn't present, as with a paper copy (for example, "To ask a reference question: rockref@brown.edu," instead of, "To ask a reference question, click here").
- Test with primary user groups--always think of your users.
- Avoid links to pages that are not relevant to the site, such as personal home pages.

Design

Required:

- All file names are to be meaningful and in lower-case letters as this will help links to function correctly on all platforms.
- End all HTML files with the .html extension.
- Link to the parent home page (for example, "Return to _____ Home Page") on all supporting local documents.
- At the top of the page, always include: [script is in development]
- At the bottom of the page, always include: [script is in development]

Recommended:

- Use a style guide or template to provide visual consistency across related documents.

- Keep graphics to 35K or less per page, unless required by the content.
- Use graphics loaded on webpub when possible.
- Avoid designing pages for a specific browser, screen size or monitor.
- Keep pages short and simple. People will browse about three screens. Use headers or outline to link to more extended pages. Consider a small contents page with links to subordinate pages.
- If people will want to save or print out your pages, link from your main page to one long page, suitable for printing.
- Provide navigational aids, i.e., return to top, table of contents, next page, previous page, etc.
- Make minimal use of all upper case characters, underlining (to avoid confusion with links), and blinking text.
- Avoid italics, they can be difficult to read on a computer monitor.
- Logical tags, i.e, <H1>, <H2>, etc., should be used as headers and section markers rather than forcing a specific font size.
- When referring to a document on the web, make it a link.
- If needed Web Publishing Resources can be found at
  http://www.brown.edu/webmaster/webpublishing/

Procedural/Technical

Required:

- Develop and use a plan of how revisions will take place (schedule for updating, who will do, etc.).
- Test links before giving the page to a WIG member to be mounted on the server. Define a schedule for checking links and removing dead links.
- Spell-check and proofread all documents.
- Do not use browser-specific markup. This can be checked with the **W3C'S HTML Validation Service**.
- Include the ALT attribute for images <IMG>--for benefit of browsers without graphics capabilities.
- Include a text-only page free of graphics and scripts for users whose browsers don't support them.
- When a library web page moves, a page with the new URL or a redirect to the new URL must be posted at the original URL. When a page ceases to exist, a page noting this fact should be posted at the original URL. These pages should remain at least one year.
- Maintain a back-up copy of all pages as they may be required at a later date.

Recommended:

- Write markup language that is readable by future (human) maintainers (for example, liberal use of line breaks and white space in the source documents), including putting comments in any javascripts
- Check finished document with a variety of browsers, both text (Lynx) & graphical (Netscape, Microsoft Internet Explorer, etc.).
- Include high-level elements in every document (<HTML> <HEAD> <BODY>).
- Test with primary user groups--always think of your users.
- Ask a colleague to review the pages.
- Use client-side rather than server-side image maps.
- Use of web plug-ins not currently available on public workstations in the library should be avoided.
- Consult a member of WIG before making use of CGI and JavaScripts, as system restriction may apply.

Accessibility

Consideration for people with disabilities should always be on the mind of anyone authoring a web page. It is recommended that the Web Content Accessibility Guidelines 1.0 (World Wide Web Consortium) **(http://www.w3.org/TR/WAI-WEBCONTENT/)**, be reviewed. These guidelines should be used as an underlying scheme in the overall development of library web pages.

wig home

Comments to Brown University Library Web Team
Last Updated "Wednesday, 17-Oct-2001 10:24:15 EDT"
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Appendix 1
Gateway Design Philosophy

Public Services Design Committee:

- Zsuzsa Koltay, Chair
- Constance Finlay
- Jill Powell
- Nancy Skipper

March, 1998

General principles:

1. The Gateway is the Common Entryway to CUL's network accessible resources, services and library information.
2. The Gateway provides a constant visual reminder and easy connection to services, resources, and information via an ever-present navigation bar. The buttons of this navigation bar were designed not to require scrolling.
3. To promote easy navigation the site is built on a clear, logical hierarchy that is linear, not circular. Inter-linking is kept to a minimum. Navigational cues are used to indicate the user's place in the hierarchy.
4. The Gateway is designed in a way that it does not force users to read through or click past a lot of text to find the link or search box they need. The site is designed to present a clean, uncluttered look.
5. The Gateway is built on a union catalog of electronic resources selected and cataloged by CUL and it contains CUL-wide services and information. Clientele- and subject-specific needs are being met by the unit library pages. The Gateway should provide easy and prominent access to these pages.
6. Access to electronic resources is provided via dynamic searching or browsing of the continually growing union catalog database. The Gateway won't point to uncataloged resources and it won't rely on static pages for accessing resources. "Greatest Hits", which provides fast connection to the most commonly used databases, is an exception.
7. The Gateway was developed for "mid-range" technology (800x600 screen resolution and Netscape 3 and up) but should be functional with lower end technology as well (e.g. we provide a noframes version for older browsers.)

CUL Catalog
The Gateway provides prominent and constantly available access to the online catalog.

Networked Resources
Networked Resources provides a user-friendly interface with boolean keyword searching, multiple browsing categories, limiting by resource type, and easy connections to network accessible electronic resources. This section also contains information on the resources. Networked Resources has to be a scalable environment based on a catalog database. Although

the added capabilities of the Gateway require enhanced cataloging records, this database is based on MARC records and has to be as closely related to the networked subsection of the OPAC database as possible to minimize database production work and facilitate migration to a new LMS. Easy authentication and authorization on the resource level is required for restricted databases.

About CU Library
This section of the Gateway provides a welcome message as well as basic information and news about CUL. Also contains prominent links to individual library web pages. Out of all the sections of the Gateway this is the one that lends itself to further development to become CUL's PR forum. It has been identified as the frame for primary display to non-Cornell IP addresses.*

Services
The Services section of the Gateway connects users to CUL-wide network-accessible services and selected information related to those services. Services include circulation, interlibrary loan, reference, instruction and collection development.

Help
Help should enable users to make the best use of the Gateway both technically and intellectually. Gateway help has also been identified as a useful location for information on how to do library research in general. **CUinfo**
The Gateway should provide easy and constantly available access to Cornell's Web presence, CUinfo.

Controversial Issues (the PSDC came to majority-based decisions but no consensus on these)

To what extent should the Gateway be developed to provide information about the library versus focusing more strictly on network-accessible resources and services? How much general information should the Gateway present on non-networked resource groups, collections or formats (e.g. CD-ROMs, microforms and documents)? If this kind of information is desired, where should it reside?

What is the relationship between Networked Resources and the CUL Catalog? Currently the only technically feasible presentation is to open onto the Gateway and establish a telnet connection to the production OPAC on demand. If we had a production Web OPAC what would display in the primary frame-- Library information, the OPAC or Networked Resources?

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* The Gateway was developed on the metaphor of a library building rather than a brochure. The user enters the lobby that houses the "library catalog" and that has reminders of library services (service desks, signs) and library information (handout racks, signs). The space is functional and serves the user who is there to find information for their work but provides easy access to introductory information, services and help. The brochure metaphor is appropriate for non-Cornell users who might need more context when they first enter the Gateway. For these users the About CU Library frame will be primary and it should be developed to provide more introductory and PR information up front.

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http://web.uflib.ufl.edu/web/guidelines.html

George A. Smathers Libraries
Policy and Guidelines for Library Web Development
Web Design and Policy Group
Approved, LMG, 8/99

INTRODUCTION

The Libraries' Home Page, or first-level page, is intended to provide a single welcome screen with broad category links so that users can quickly navigate to more specific pages. These categories reflect the Libraries' mission. This first-level page sets the design and navigational elements used in most other Library Web pages.

Management

The Web Design and Policy Group, in concert with the Libraries' Web Coordinator, oversees the management of the George A. Smathers Libraries Web site. Appointed by the administration, the Web Design and Policy Group acts as the official advisory board to the Web Coordinator, who works closely with Systems staff. The Web Coordinator maintains the links and HTML coding of the Libraries' home page, some second-level pages, and selected third-level pages. The Library Web site will be archived upon each major change, or at least annually.

The Web Design and Policy Group:

1. Develops a consistent and professional graphic design for the Libraries' Home Page.
2. Manages the Libraries' home page menu and oversees organization of content.
3. Develops and maintains Library-wide Web Standards and Guidelines. http://web.uflib.ufl.edu/web/guidelines.html
4. Makes recommendations regarding top-level programming, such as search engines.
5. Serves as a Web resource to the Library community by providing forums, brown-bag discussions, and other staff development opportunities.
6. Provides Web Development tools such as guidelines, templates and official graphics. http://web.uflib.ufl.edu/web
7. Coordinates development of a Library staff "toolbox" that centralizes access to web resources useful in conducting library business

Content Development

The usefulness of the Libraries' Web Site and the content within depends on the efforts and creativity of individuals throughout the organization. All units and individuals within the Libraries are expected to participate in this effort.

Web page developers are responsible for creating pages that are consistent with the goals of the University of Florida Libraries: to provide support of curricular and research endeavors of the faculty, staff, and students of the university community and the scholarly world. Personal Web pages that represent an individual as a private person are not permitted.

If a Web page developer resigns from employment or changes assignment, it is the responsibility of that person's supervisor to reassign Web page maintenance.

RESPONSIBILITIES OF WEB PAGE DEVELOPERS

Audiences of the Libraries' Web pages include not only the faculty, staff, and students of the University of Florida, but diverse users from across the state, country, and world. These guidelines have been developed in order to achieve consistency and continuity in design and appearance, without stifling staff creativity.

Required elements and actions:

1. Use of any and all images, designs, and text copied from other sources must adhere to copyright and licensing guidelines. Be sure you have written permission to use materials if you are not the author or creator. Link to the "Smathers Libraries' Acceptable Use, Copyright, and Disclaimer" in the footer. http://web.uflib.ufl.edu/accesspol.html

2. Include a copyright statement in the footer of all pages. Statement should use the following syntax:
   © Copyright, University of Florida, [YEAR]

3. Comply with the UF Policy for Acceptable Use of Computing Resources http://www.cio.ufl.edu/aupolicy.htm . Required elements from this document include:

   a. Name of unit or group represented by page
   b. A means of contacting the person(s) responsible for maintaining the page content
   c. Date of last revision
   d. The university wordmark
   e. An active link to the UF Home Page http://www.ufl.edu

4. Include a version of the Smathers Libraries Banner incorporating the UF wordmark on all pages. Design options are available at http://web.uflib.ufl.edu/web

5. Include links back to the Smathers Libraries' top-level page http://web.uflib.ufl.edu and other appropriate intermediate-level pages.

6. Use spell checking software, proofread, and review content for grammatical correctness, currency, and factual accuracy at least once per semester.

7. Indicate restricted access to resources where appropriate.

8. Include the segment tags <HTML>, <HEAD>, <TITLE>, and <BODY>.

9. Include an html <TITLE> field which clearly identifies the document. The information in the <TITLE> becomes the bookmark entry when saved by users. Meaningful information here will make the bookmark more useful. Many web search engines use title words to index documents. Suggested text: <TITLE>UF Smathers Libraries: Art Information Resources </TITLE>

10. Use descriptive headings to introduce your document or sections of your document. Search engines weight the relevance of documents based on words in headings. Use the <META KEYWORDS> tag to define additional keywords if necessary.

11. Images should be supplied with <ALT> tags. Descriptions of images that are given in the <ALT> tags provide useful information about the graphic's content when an end user can't display or view the graphic for whatever reason.

12. Maintain pointer links to any changed URLs for at least three months.

13. Coordinate page development and major revisions with the Web Coordinator and appropriate departmental Webmaster(s) to ensure that links from top level pages are accurate, and that superseded information is eliminated elsewhere.

Recommended elements and actions:

1. Use a version of the common navigation/information sidebar that can be modified to fit the needs of individual pages/sites. Templates are available at http://web.uflib.ufl.edu/web .

2. Minimize scrolling on pages. Use anchors and internal links to facilitate navigation within long documents.

3. Avoid "dead-end" or "under construction" pages that have no current information content and require use of browser back function to go anywhere.

4. Choose images that provide visual information over those serving merely decorative function.

5. If graphics are used, select a file size that will load quickly.

6. Include a warning if a link will lead to a large file, e.g. >100K, or if a special application will be needed to view, e.g. Adobe Acrobat Reader required to read PDFs. Specify software version, and include a link to facilitate downloading of required software.

7. Avoid use of unnecessary animation and <BLINK>.

8. Provide visual consistency across related documents.

9. Test pages in multiple browsers.

10. Test download time over modem.

11. Use site analysis software. It is strongly encouraged that pages be analyzed by "Bobby" http://www.cast.org/bobby to determine their level of accessibility to people with disabilities.

12. Become familiar with HTML basics, even if you use a WYSIWYG editor such as MS FrontPage or Netscape Composer. Classes are taught through the Libraries' Staff Development Program and the UF Faculty Support Center for Computing.

13. Seek assistance from other page developers and request feedback from colleagues during development. Test new pages with primary user groups and provide a means for ongoing feedback/suggestions.

Indiana University Bloomington Libraries

Standards and Guidelines for World Wide Web Developers

- Permissions
  Please remember to ask permission from the creator of the resource before using text, photographs or graphics from other web documents in your web pages. In some graphics files, the creator will have given permission for the images to be used freely. In others the page creator may have indicated that the images have been gathered from all over the web and are displayed without regard to the protected status of the image. Use these files with caution.

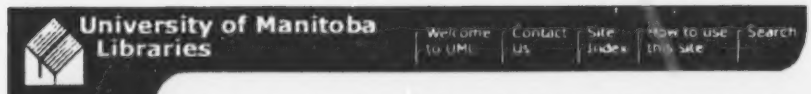
- Various Perspectives
  Library units should make special efforts to understand that the information they put in their pages will be read by many different constituencies and groups. Information that may be accurate, appropriate, and useful for a particular group of users may sometimes result in questions or unintentional controversy when viewed by users with different perspectives. The IUB Libraries WWW Policy Committee will work with unit and project heads to ensure that information that appears in IUB Libraries WWW is consistent with the general goals and statements of the IUB and project heads to ensure that information that appears in IUB Libraries WWW is consistent with the general goals and statements of the IUB Libraries as an institution.

- Maintain your links
  Library units are responsible for maintaining links and information on their Web pages. It is relatively easy to accomplish a one-time project to bring up a web site, but it is much more challenging to find the resources and focus required to maintain the information. UITS hopes to support an automated link-checker in the near future which should help with the dead link part of maintaining a Web page.

- Graphics: (buttons, bars, kibbles and bits)
  In presenting their unit's content with the template, library units should use graphics and layout in the manner they feel is most appropriate and useful, following accepted design standards and norms. Along with the template code and banners, there are buttons and bars that were designed to be consistent with the template at the IUB Libraries Web Tools page, http://www.indiana.edu/~libweb/tools

- Helpful resources
  Accessibility and Visual Design on the Web: http://www.indiana.edu/~libweb/tools
  IUB Webmaster Page: http://www.indiana.edu/~wmhome/index.html

URL:http://www.indiana.edu/~libweb/tools/standards/3.html
Last updated April 23, 1998
Comments: libweb@www.indiana.edu
Copyright 1998, The Trustees of Indiana University



Information for Staff
Libraries Committees
Committee Home Page

Standards and Guidelines for Web Page Development

These standards are meant to ensure that all Libraries Web pages are accessible to all users, that they are easy to read, and that they encourage communication. They accord with GOAL 2: Information Access in the Agenda for Tomorrow, which calls for "... the coordination of a highly visible Libraries' presence on the World-Wide Web (WWW)."

The Web Developer provides assistance with specific questions not addressed below.

Design and Content Standards

1. Font types and colours should be kept to a minimum and selected for on-screen legibility. Verdana is a recommended font as it is specifically designed for Web pages.

2. The following information must be included on every page. A smaller than normal font is acceptable for this information but it must be readable.
   - The name of the contact, the name of the library and the department, a full postal address, a valid email address, and the phone and fax numbers with area code (204) included.
   - A link back to the main page for your unit or department
   - A link back to the UML homepage (http://www.umanitoba.ca/libraries)
   - A link back to the main UMinfo homepage (http://www.umanitoba.ca)
   - If the information is of a timely nature or it changes frequently, the date the page was last modified should be included. However, **do not** supply the date if the information is unlikely to change for long periods of time. Users will wrongly conclude that the information is invalid based on the old date.
   - An example of the basic required information is:

     Sciences and Technology Library
     The University of Manitoba Libraries
     Winnipeg, MB, Canada R3T 2N2
     Phone: (204) 474-9281, Fax: (204) 474-7627
     Questions or Comments? Email libsc2@cc.umanitoba.ca

     Last Updated: February 27, 1999

   - A descriptive title for every page must be supplied in order to have the pages found by the UMinfo Search tool, as well as by other popular search tools such as Excite or HotBot. The title appears in the bar at the very top of your browser window. The full name of the University should be used if your potential audience extends beyond the local University community. All titles should be consistent in format and each title must contain your unit name followed by the unique description for the page.

     Some examples of titles are:

```
<TITLE>University of Manitoba Libraries: Welcome</TITLE>

or

<TITLE>University of Manitoba Law Library - Hours</TITLE>
```

3. **Do not** keep documents that are not intended for or ready for public viewing on the Web server since the Search will find all copies -- something that will confuse users.

4. Any Web page citing or requesting student, staff, faculty, or library ID numbers or other personal data must be encrypted. Contact the Web Developer for assistance or review the instructions for encryption at http://www.umanitoba.ca/ip/tools/secure.html.

5. If you wish to restrict or limit access to your pages to a particular group of users, contact the Web Developer or review the instructions at http://www.umanitoba.ca/ip/tools/restrict.html.

6. All Web pages are subject to the guidelines described in Senate Policy 238: Acceptable Use of Computer Facilities at http://www.umanitoba.ca/admin/senate/pnp/238.htm. Any commercial or personal advertisements, solicitations or promotions on official and personal Web pages are strictly prohibited.

7. Web pages are considered publications of the Libraries and subject to editing guidelines. Refer to the Web Editing Checklist as a general style guideline.

8. Ensure that Web pages are useable in browsers which meet the University of Manitoba minimum browser requirements. These are Microsoft Internet Explorer 4.0 or greater, or Netscape Navigator 4.0 or greater.

9. Your pages should be designed for a screen resolution of 800x600. Avoid requiring users to scroll horizontally on the page. Use invisible tables to control the layout of the page.

10. Javascript - Javascript is a scripting language for little programs that add interactivity to your page. Since Javascript does not work consistently for everyone, do not add it to your page until you test that page exhaustively by viewing it on a number of different operating platforms with different browsers. If you do implement Javascript, ensure that no content is lost for those users who have turned Javascript off on their browsers. This means that if you view the page with or without Javascript enabled you should be able to navigate without difficulty. Consult the Web Developer for assistance.

Design Features *not* Recommended

1. Blinking Text - Blinking text is strongly discouraged as it is distracting and difficult to read.

2. Animated Graphics - Images that revolve, bounce, whirl or move on the page in some other fashion should be kept to a minimum as they can annoy viewers and detract from the actual information.

3. Backgrounds and Background Images - Users express a preference for white or light coloured backgrounds. Background images can obscure text more than highlight it and should be subtle, if used at all.

4. Underlined Text - Users have grown accustomed to seeing underlined text as hypertext links. To emphasize text, use either bolding or italics as opposed to underlining.

5. Frames - The use of frames is strongly discouraged because:
   - these pages take longer for older computers to download and are not compatible with older versions of Web browsers;
   - it is difficult for a user to bookmark a particular frame within a page;
   - search engines frequently overlook content within frame sets;
   - information at the bottom of frames is often not seen since users do not realize that they must scroll down each frame separately;
   - frames complicate the printing process--users may inadvertently print a wrong frame.

File Management Guidelines

1. A "cc" Unix account from the Academic Computing & Networking Accounts office is required in order to publish Web pages on the University of Manitoba's Web site, UMinfo.

2. The remote host where all UMinfo Web pages reside is: www.umanitoba.ca.

3. The directory path where you store your files must be assigned by the Web Developer. All directory paths begin with "/www/data/academic_support/libraries" followed by a location unique to you where you can store your files.

   An example directory path is:

   ```
   /www/data/academic_support/libraries/units/mylibrary
   ```

4. Your actual Web address or URL will be similar to your directory path, but the "/www/data/academic_support/libraries" will appear as "http://www.umanitoba.ca/libraries", the official public address.

   Using the example given above:

   ```
   /www/data/academic_support/libraries/units/mylibrary
   becomes
   http://www.umanitoba.ca/academic_support/libraries/units/mylibrary
   ```

5. Use a file transfer program such as WS_FTP for Windows95 to transfer files to the U of M's Web site. Some HTML editors, such as Microsoft Front Page or Netscape Composer, offer an alternative called the "publish" feature which can be used in place of an FTP program. Do not use this feature as it will introduce errors into your document.

6. Create as many subdirectories as you need within your assigned directory to organize related Web pages. It is a good idea to keep all images within their own separate directory for the purposes of file management.

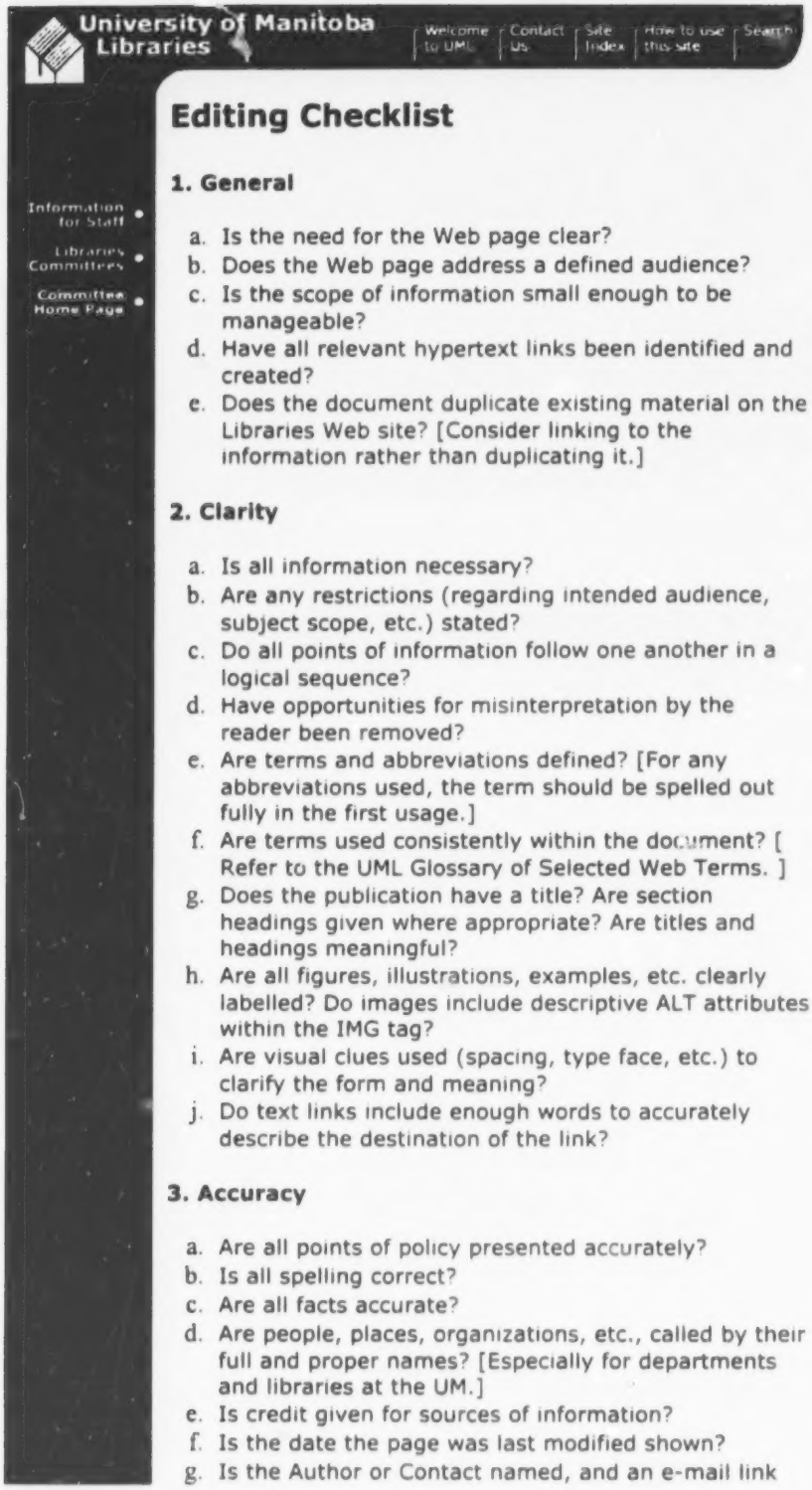
7. The initial file in the main directory MUST be called either index.html, index.htm, or index.shtml.

8. Case matters! Use all lowercase for file names as opposed to upper or mixed case.

   For example:

```
index.html    not Index.html or INDEX.4TML
myfile.html   not Myfile.html or MYFILE.HTML
```

Last Updated: 21 June 2001



Editing Checklist

1. General

a. Is the need for the Web page clear?
b. Does the Web page address a defined audience?
c. Is the scope of information small enough to be manageable?
d. Have all relevant hypertext links been identified and created?
e. Does the document duplicate existing material on the Libraries Web site? [Consider linking to the information rather than duplicating it.]

2. Clarity

a. Is all information necessary?
b. Are any restrictions (regarding intended audience, subject scope, etc.) stated?
c. Do all points of information follow one another in a logical sequence?
d. Have opportunities for misinterpretation by the reader been removed?
e. Are terms and abbreviations defined? [For any abbreviations used, the term should be spelled out fully in the first usage.]
f. Are terms used consistently within the document? [Refer to the UML Glossary of Selected Web Terms.]
g. Does the publication have a title? Are section headings given where appropriate? Are titles and headings meaningful?
h. Are all figures, illustrations, examples, etc. clearly labelled? Do images include descriptive ALT attributes within the IMG tag?
i. Are visual clues used (spacing, type face, etc.) to clarify the form and meaning?
j. Do text links include enough words to accurately describe the destination of the link?

3. Accuracy

a. Are all points of policy presented accurately?
b. Is all spelling correct?
c. Are all facts accurate?
d. Are people, places, organizations, etc., called by their full and proper names? [Especially for departments and libraries at the UM.]
e. Is credit given for sources of information?
f. Is the date the page was last modified shown?
g. Is the Author or Contact named, and an e-mail link

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provided?
h. Do all links function correctly?

4. Style

a. Does the text respect all cultures, genders, ethnic groups, religious groups, etc., among the intended audience? [Check for expressions which could be misinterpreted, regardless of intentions.]
b. Is material presented in a positive manner?
c. Is the vocabulary appropriate for the reading level of the intended audience?
d. Is the style of expression appropriate for the standards of the intended audience?
e. Is the text concise?
f. Is the grammar correct and consistent?
g. Is punctuation clear and consistent?
h. Has jargon been avoided?
i. Are bibliographic references in a consistent format? [There is no single prescribed format.]

5. Design

a. Does the design of the page complement the rest of the Unit's Web site?
b. Is the UML logo used?
c. If the page specifies fonts, do the fonts used improve legibility over the default font? Will the page still fulfill the author's intentions when viewed on computers which lack the specified font?
d. Are variations in type size appropriate and consistent?
e. Are graphics clear and of suitable size?
f. Are spacing and indentation consistent?
g. Do artwork and figures have an overall consistency?
h. Does the page load in a reasonable amount of time? Consider dividing a long Web page into separate, shorter page

The University of Manitoba Libraries
Winnipeg, MB, Canada R3T 2N2, (204) 474-9881
Questions or Comments? Email the Web Developer.
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Last Updated: 12 June 2001

GUIDELINES

UNC-Chapel Hill Libraries Web Publishing Guidelines

Introduction
Design Philosophy
Required and Recommended Elements for all AAL Web Pages
- HTML
  - HTML Standards
  - Accessability
  - Specific HTML elements
- Required Content on all pages
  - Home Page
  - Interior Pages
- Library "Look and Feel"
  - Required Elements
  - Recommended Elements

LWC style review of your page
LWC Technical Review

Introduction

The University of North Carolina at Chapel Hill Academic Affairs Library (AAL) views library web sites as formal publishing ventures that are important informational and public relations tools. Accordingly, the standards for library web sites must be high, particularly in terms of accurate and up-to-date information, correct and fluent use of language, design, and technical integrity. The design philosophy, requirements, and recommendations in this document provide direction for creating, revising, and maintaining web pages linked to the AAL web site and will help ensure an organized, professional web presence that assists users in finding what they want.

These guidelines apply to all AAL departments that publish web pages related to library collections, services, and programs and cover all their documents linked to the library's web site except as specifically noted. Required elements apply to all AAL documents except for pages not originally designed for use on the web, such as handouts or inventories. If in doubt, consult the Library Web Committee.

A. Design Philosophy

1. AUDIENCE: Adopt a user orientation. An outward focus rather than one emphasizing internal administrative organization should guide the structure and content of web pages.

2. CONTEXT: Web sites do not exist in a vacuum. They are accessible within the context of the campus libraries home pages, the AAL (referred to in the web site as "Main Library System") home pages, and in some instances, the pages of individual libraries and their specific units. Keep these larger universes in mind when designing or revising pages.

3. PERSPECTIVE: Take a holistic, long-term view of the web site, keeping in mind what will eventually exist, even though initially not everything might be ready (and hence appear on the live web site).

4. PRIORITY: Concentrate on structure and content. Let layout and graphics grow out of the substance.

5. UTILITY: Users should be able to find information easily. The goal is to create a product that maximizes library support for the instructional, research, and service missions of the University.

6. LENGTH: Limit top-level pages to one or two screens so users can scan them quickly. Balance page length against the number of levels that a user must negotiate to get to needed information.

7. EMPHASIS: Library web sites should stress comprehensiveness, cohesiveness, and consistency. The language used in web documents must be fluent, grammatically correct, and free of spelling errors.

8. STYLE: Avoid acronyms, abbreviations, jargon, and passive-voice constructions. Integrate links into the text whenever possible rather than using "click here" commands.

9. ACCURACY: Every document must contain or point to up-to-date information and must be technically correct.

10. LINKS: Whenever possible and appropriate, link to existing pages rather than replicate information available elsewhere. This reduces duplication of effort, minimizes the need to create and maintain documents centrally, and helps to ensure consistency and accuracy of information. Links should never lead users to an "under construction" page.

11. GRAPHICS: Avoid excessive use of graphics to keep pages short and simple and minimize user frustration in finding information. Do not use combinations of backgrounds and text colors that impair readability.

12. LEGALITY: Comply with state and federal laws and University guidelines on the use of computers and communication systems; the protection of copyrighted or otherwise restricted materials; and accessibility for handicapped users.

13. RESPONSIBILITY: Each AAL department head is responsible for the content of the department's pages and must approve all new or revised pages before they are publicly mounted.

14. ELIGIBILITY: No personal pages may be mounted on the library's web server. Library administration may consider hosting pages in support of outside library-related professional activities.

B. Required and Recommended Elements for all AAL Web Pages

This section consists of three elements: adherence to HTML standards, certain required content, and guidelines for using the library "look and feel."

1. HTML

a. HTML standards

Each page must be a valid HTML document that is they must be able to pass the Worldwide Web Consortium's (W3C) validator at http://validator.w3.org/. "Warnings" may be acceptable, but ideally you should resolve them as well. The Library Web Committee recommends using HTML 4.0 (http://www.w3.org/TR/REC-html40).

You are encouraged to use stylesheets to format your HTML documents. Your stylesheets should be able to pass the W3C stylesheet validator at http://jigsaw.w3.org/css-validator/validator-uri.html without any "errors." Again "warnings" may be acceptable, but ideally you should resolve them as well.

Your document should be written to display on an 800 by 600 screen at maximum. This is the size of the Library's and the University's home page.

Assistance is available at any step of the process of creating valid documents.

The Library Web Committee recommends using HTML-Kit as your html editor. Assistance is available to help you install and configure HTML-Kit.

b. Accessibility

At a minimum your pages must display correctly both on Macintosh and on Windows platforms under Netscape 3.x and later, Microsoft Internet Explorer 4.0 and later, and lynx as installed on isis.unc.edu.

Your documents must not take an excessive amount of time to load. In general, try to keep your pages less than 32 kb in size (approximately 9 seconds on 28.8 bps modem).

Your HTML documents must be accessible to disabled users. You should also validate your pages against "Bobby," a tool produced by the Center for Applied Special Technology (CAST - http://www.cast.org/bobby/). Bobby's analysis of accessibility is based on the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (http://www.w3.org/WAI/GL/). In general all Level 1 issues should be resolved.

Whenever possible avoid the use of frames. They introduce considerable disability access problems and the same effect can often be achieved using other methods.

Note that if you choose to write an HTML 3.2 document, you will need to take several extra steps to ensure disability access.

c. Specific HTML elements

i. Document Type Definition

Each html document must begin with a DTD that informs the browser and the validator which version of HTML you are using. Valid DTD tags and versions of HTML 4.0 are:

```
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.0 Transitional//EN"
     "http://www.w3.org/TR/REC-html40/loose.dtd">

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.0//EN"
     "http://www.w3.org/TR/REC-html40/strict.dtd">
```

If you determine that you have to use frames, you also must include a non-framed version of your pages correctly linked to by a <NOFRAMES> tag and your Document Type Definition should read:

```
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.0 Frameset//EN"
     "http://www.w3.org/TR/REC-html40/frameset.dtd">
```

ii. Elements in the <HEAD>

Your document titles, that is the contents of the <TITLE> tags, must be unique within your web site. Document titles appear in the title bar of the browser window, the browser's "history" or "go [back] to"

list and in bookmarks. In addition search engines use them when they construct their indexes.

Your documents should include the <META> tags "keyword" and "description." Search engines use these two META tags to summarize (description) and to index (keywords) your documents. Using these tags will ensure that you control how search engines catalog your document. The description tag, which may be up to 250 characters long should describe your document; the keywords tag should list index terms you wish for your documents.

```
<META NAME="description" CONTENT=" ">
<META NAME="keywords" CONTENT=" ">
```

iii. Elements in the <BODY>

a. Images

Any images you use should be either Graphics Interchange Format (GIF or .gif) or Joint Photographic Experts Group format (JPEG or .jpg). Ideally the colors used in your GIF images will fall within the 216 "web-safe" or "Netscape" color cube (see http://www.visibone.com/colorlab/).

You should reserve JPEG images for those instances where you need a photo-realistic image.

Remember that large graphics may take a long time to load. If your images exceed 50kb, use a thumbnail image to link to the original. Consider giving users an indication of large size so they can decide in advance whether or not to view the image.

If you write HTML 3.2 documents, you must include an ALT tag with your images. ALT tags are required by HTML 4.

Include both HEIGHT and WIDTH tags. These tags inform the browser how much space to reserve for the image as it renders the page and are required by HTML 4. Their presence can significantly improve the speed at which your page is displayed.

These tags should not distort the image.

If you write an imagemap, create a client side image map. Remember to include ALT tags for all of your links.

b. Fonts

You should avoid using the <FONT> tag but instead use a stylesheet to format your document. If you specify a font family in a stylesheet, you must properly degrade the font to either sans serif or serif.

2. SPECIFIC REQUIRED CONTENT

a. "Home" page

i. University of North Carolina at Chapel Hill" (the institution's official name and the one it prefers on the campus web site) must appear at the top of the page and be near the unit's name.

ii. Link to the libraries' home page [http://www.lib.unc.edu/].

iii. Link to the university home page [http://www.unc.edu/].

iv. When appropriate, link to the web version of the online catalog [http://web2.lib.unc.edu/], the telnet version of the online catalog [telnet://library.unc.edu], or the online catalog page [currently:

http://library.unc.edu/].

v. A "mail to" link including the email address for the person or unit responsible for maintaining the page.

vi. Clear statement of the last update or review date.

vii. Inclusion of the full URL for the page as a courtesy to users and an aid to effective searching.

viii. When appropriate, the top-level page for each AAL department must contain an "about" statement, e.g., "About Davis Library," that contains relevant information about the department's subject, its collection formats, its service scope; key telephone numbers; a complete mailing address; and a link to a document describing its hours and location.

ix. Some sort of navigation aid is recommended.

b. "Interior" pages

i. Link to the unit's front page.

ii. A "mail to" link including the email address for the person or unit responsible for maintaining the page.

iii. Clear statement of the last update or review date.

iv. Inclusion of the full URL for the page as a courtesy to users and an aid to effective searching.

v. When appropriate, link to the web version of the online catalog [http://library.unc.edu/htbineturn?ats], the telnet version of the online catalog [telnet://library.unc.edu], or the online catalog page [currently: http://library.unc.edu/].

vi. A Navigation aid that is customized for the unit's web site is recommended.

3. THE LIBRARY "LOOK AND FEEL."

If a unit does not adopt the AAL style, it may not use any of the AAL design elements that define the AAL "look and feel": the "libraries" blue bar graphic, title graphic, and quick link graphic.

The AAL style differs in some respects from the UNC-CH style (described at http://www.unc.edu/template/). Those units that want to adopt the AAL style must use the templates and guidelines provided by the AAL Library Web Committee (http://www.lib.unc.edu:9000/lwc/resources/index.html; username: dummy, password: crashtest) even when a given element of AAL style is different from UNC-CH style.

If a unit adopts the AAL style, it must use the templates and stylesheets provided by the LWC without altering either the design or the specific elements therein.

The LWC has created and made available four templates from which units can choose (http://www.lib.unc.edu:9000/lwcfiles/templates/index.html).

If a unit decides to adopt the AAL style for their web pages, those pages must undergo LWC review before they are made public just as they would for any other major revision to the web site.

a. Required on all of the unit's pages that follow AAL Style

i. Overall layout

ii. "Libraries" blue bar

iii. Title graphic

iv. Footer style, elements, and order of elements

v. Font types

vi. Font sizes

vii. Text color

viii. Link color

ix. White background

b. Recommended on all of the unit's pages that follow AAL Style

i. Footer wording

c. Required on unit's front (home) page that follow AAL Style

i. AAL navigation bar with AAL content (but not the unit's content)

d. Recommended on unit's front (home) page that follow AAL Style

i. Quick links graphic

e. Required on the unit's secondary (i.e. not front) pages that follow AAL Style

i. Navigation bar (AAL, or unit's own (this is usually preferred provided the latter includes links to the university home page and libraries' home page), or both)

f. Recommended on the unit's secondary (i.e. not front) pages that follow AAL Style

i. Quick links graphic, as appropriate

C. LWC Style Review of Your Page

We will comment on language that is not fluent or grammatically correct, confusing language, spelling errors, undefined acronyms and abbreviations, jargon, passive voice constructions, inconsistencies, other incorrect or infelicitous stylistic elements, and other elements that impede usability of your page. We use the *Chicago Manual of Style* and *MLA Style Manual* as the bases for our comments.

D. LWC Technical Review

When the LWC conducts its technical review of your pages, we will test for the following:

1. Valid html using a number of tools including, but not limited to the W3C html validator (http://validator.w3.org/), the validator in HTML-Kit, and the validator in BBEdit.

2. Valid stylesheets using the W3C stylesheet validator at http://jigsaw.w3.org/css-validator/validator-uri.html

3. Disability access using Bobby (http://www.cast.org/bobby/) and lynx.

4. General browser compatibility.

5. If you have adopted the library "look and feel," compliance with it.

6. Broken links, including pages that have moved either temporarily or permanently.

7. Slow pages, that is pages that take longer than 9 seconds to render on a 28.8 bps phone line.

8. The presence of ALT tags on images.

9. The presence of HEIGHT and WIDTH tags on images and frames and whether the image is being distorted.

10. The presence of unique titles.

11. The presence of the META tags "description" and "keyword."

Services | Who we are | Resources | Procedures | LWC Home
Home | Online catalogs | Resources | Library Information | Services | DAS | UNC Home

Ask A Librarian Email Service.

Please send comments and questions to the Library Web Team at webteam@www.lib.unc.edu .
URL: http://www.lib.unc.edu/draft_guidelines.html
This page was last updated Monday, April 24, 2000

http://www.lib.ohio-state.edu/Staff/webpol/guidelines.html

Web Site Standards and Guidelines for Library Units

Draft Revision

NOTE: This document is subject to revision. Please check this site [http://www.lib.ohio-state.edu/Staff/webpol/guidelines.html] for any updates.

Web Site Mission Statement

The OSU Libraries' web site supports the teaching, research and service activities of The Ohio State University students, faculty and staff by providing access to a wide variety of high quality information resources including those developed locally. The site organizes these resources to facilitate efficient use and easy access by a diverse audience. The site extends access to the expertise, services and unique collections that comprise our complex library system.

Adopted January 7, 1999

Guiding Principles

1. These guidelines are for pages that represent departments and libraries that are part of the OSUL system. Generally such pages should exist beneath the following url:

   http://www.lib.ohio-state.edu/

2. Content and design of pages should be considered as work done in the scope of one's library responsibilities. Work on the pages should be considered as "work for hire," thus attributing copyright of the page to the Ohio State University.
3. Page creators and maintainers should verify that materials or designs used on their pages are in compliance with copyright laws (i.e. used by permission or free of copyright restrictions).
4. The web site mission statement is meant to guide those responsible for page creation and maintenance in making design and content decisions related to audience, scope, and priorities.
5. The Web Policy and Planning Committee will serve as a mentoring and support group for those designing library web sites. Additionally, the Web Policy and Planning Committee will review pages when questions of content and design arise and advise the unit/page creator of any concerns, forwarding any unresolved problems to the Libraries' Automation Committee.
6. The head of each unit is ultimately responsible for the content of the unit site and should be aware of and approve original and substantially revised pages.
7. Page creators and maintainers should familiarize themselves with basic guidelines for ensuring accessibility of their pages by a potentially diverse audience including those with varying disabilities. The following document serves as OSUL recommendations for supporting accessibility:
   - WAI Page Author Guidelines

   A document which provides an good description for usage of colors on web pages can be found at:
   - Lighthouse International -- Color Contrast/Partial Sight

Requirements

1. Each site should provide the following content either on the top level page, or linked prominently from the top level page:
   - Name of the library, clearly identified as an OSU Library
   - Address, phone number and email contact for the library
   - A link to the OSUL central page [http://www.lib.ohio-state.edu]
2. Assign a primary contact and person of responsibility for the site with a link for contacting this person. The contact should not only respond to user comments and questions regarding the web site, but is responsible for actively and regularly checking links and information for accuracy and timeliness.

Suggestions

1. A model page has been provided to illustrate proper html tagging, use of metatags, handling of graphics and useful design suggestions for page creation.
2. Title bars used on the central site can be used by any library unit. A list of title bars that are available exists at:
   - http://www.lib.ohio-state.edu/Staff/osulgifs.html
     Contact the web librarian if you would like a customized version of this design.
3. A series of University/Library photographs have been made available for use if desired. They can be found at: http://www.lib.ohio-state.edu/Images/thumbnails.html
4. Note that pages are often discovered through the OSUL search engine as well as other search engines. Use of a page title, description, and keyword metatags as illustrated in the model page are recommended.
5. The use of forms are available on the OSUL server. Contact the Web Librarian to discuss implementation of forms on unit sites.
6. Test printing of pages. Some background or text colors may not show up when printed on paper. (Especially non-laser printers.)
7. Use colors and layout that provide an easy-to-read environment.
8. Test your pages on various machines, with various browsers (if possible), via modem access and with different users. Be prepared to make changes.
9. Test against html validators to be sure the tagging is correct. A validator is a web site that will run a check against your URL to check for such things as bad html tags, spelling errors, bad links, etc. Two recommended validators are:
10. Consider using simple file naming conventions (all lower case, brief file names, etc.) for ease in detecting errors, and making changes.

This document was created and is maintained by the OSUL Web Policy and Planning Committee
Last revised 2/22/1999

PRINCIPLES OF DESIGN FOR THE UWOLS WEB SITE
developed by the Web Vision Task Group

BASIC DESIGN PHILOSOPHY

1. There will be a "shallow" hierarchy of Web pages, to keep navigation simple.
2. Entry to the Web site will be via a single, unrestricted "gateway menu."
3. The gateway menu will lead to subject categories.
4. Each subject category will:
   a) be labelled with a brief, clear, unambiguous statement of the contents within that category;
   b) list a multiplicity of resources and services.

TECHNICAL

5. All access methods (local or remote) will present a common "look and feel" regardless of the equipment used (e.g. PC or JavaStation).
6. All Web site content will be searchable via powerful, easy-to-use search software.
7. Unauthenticated users will be given access to as many local resources as possible.
8. Authentication (which is necessary for access to licenced resources) will be required only once per session.
9. To minimize the maintenance workload,
   a) automatic updating will be incorporated, wherever possible (database management software);
   b) single source files will be used, if data must be listed in more than one place.
10. The Web site will support a personalized service to customers, via:
    a) customization ("My Library");
    b) "push" technologies for ongoing distribution of information.
11. New information technologies will be incorporated as they become available.
12. A systematic training program will keep staff current with the new information technologies, as they are introduced.

PRESENTATION

13. Each Web page will be clear and uncluttered, and will list specific options.
14. Graphics will be used sparingly, to simplify the tasks of creating and updating web documents, and to speed the loading process.
15. An "image bank" of suitable graphics will be used to facilitate the creation of web documents. (The UWOLS will try to develop the image bank in collaboration with other campus units.)

CONTENT

16. Web documents will provide a balance between the "library as place" (i.e. the traditional "paper" library) and the "virtual library" (i.e. the emerging "digital" library).
17. Web documents, to be written by library staff, will include (but not be limited to):
    a) subject guides;
    b) general instructions;
    c) descriptions of important non-digital resources in the libraries.
18. Course-specific guides and instructions will be developed, in partnership with faculty.
19. All content will be encoded to metadata standards (at minimum the Dublin Core), to facilitate searching and retrieval.
20. All documents and links will be systematically reviewed to ensure that information stays current and relevant.
21. The UWOLS will develop (i.e. "publish") its own databases of digital resources – e.g. documents from the Regional History collection.

INSTRUCTION (INCLUDING SELF-HELP)

22. An interactive tutorial will be provided, as a self-help introductory aid.
23. There will be a liberal provision of contextual help options.
24. There will be provision for interactive, dynamic ('real time') communication between library staff and patrons.

1999/08/06

User Surveys

http://wow.lib.uci.edu/web_services/projects/user/surveyform.html

Web Site Redesign Survey:

Enter to WIN in a $250.00 UCI Bookstore Gift Certificate!!!

Please take a few moments to complete this short survey and be entered for a chance to win a $250.00 UCI Bookstore gift certificate and help us build a better Web site!

To be eligible for the gift certificate drawing you must be a UCI student, faculty, or staff member (sorry, library staff not eligible except for student workers) and have included your name and UCI e-mail on the survey. For details, please see the Drawing Rules.

Your survey comments and suggestions will be used to help improve the UC Irvine Libraries' Web site and will remain strictly anonymous. Your personal information will remain private and will not be used for any other purpose.

First, Tell Us About Yourself...

1.) Your affiliation with UCI?

Select An Affiliation...

2.) What is your major/field of study/department, if any?

3.) Your name? ***(Required for gift eligibility)***

4.) Your UCI e-mail address (e.g., anteater@uci.edu) *(Required for gift eligibility)*

5.) May we contact you for future feedback or testing our Web site?
○ Yes ○ No *(If yes, please supply "name" and "e-mail" above)*

6.) On average, how often do you now use the Internet? ***(Choose the closest match)***

Everyday	3 Days a Week	1 Day a Week	1 Day a Month	1 Day a Year	Never
○	○	○	○	○	○

7.) On average, how often do you now use the UC Irvine Libraries' Web site? ***(Choose the closest match)***

Everyday	3 Days a Week	1 Day a Week	1 Day a Month	1 Day a Year	Never

8.) When you come to the UC Irvine Libraries' Web site, where do you typically look for information or materials? ***(Please check as many categories as you like...)***

ANTPAC Catalog
ANTPAC Featured Lists (New Items)
CDL/Melvyl
Research Resources A to Z

90

- ☐ Research Resources by Subject or Collection
- ☐ Abstracts and Indexes
- ☐ Library Services
- ☐ About Our Libraries
- ☐ Library Hours
- ☐ Guides and Tutorials
- ☐ Visitor Information
- ☐ Other Library Catalogs or Web Sites
- ☐ Search This Site
- ☐ Accessing the Internet
- ☐ Ask a Librarian
- ☐ What's New

Other, please explain...

9.) What materials do you typically look for when you come to the UC Irvine Libraries' Web site? ***(Please check as many as you like...)***

- ☐ Books
- ☐ Electronic / Online Books

- ☐ Journals and/or Magazines
- ☐ Electronic / Online Journals and / or Magazines

- ☐ Article Citations or Abstracts
- ☐ Electronic / Online Articles

- ☐ Encyclopedias, Dictionaries, etc. (Reference)
- ☐ Electronic / Online Encyclopedias, Dictionaries, etc.

- ☐ A Course Reserve Item
- ☐ Quality Web Sites

Other, please explain...

10.) When you search for materials on our Web site, how do you look for them? ***(Please check as many as you like...)***

- ☐ By Authors / Creators
- ☐ By Titles
- ☐ By Subjects / Topics
- ☐ By Types / Formats of Material (Book, E-Journal...)
- ☐ By Keywords

Other, please explain...

11.) When looking for materials on the Libraries' Web site, you tend to...

Do word searches
Browse the links and pages
Both word searches and browse links and pages

Comments...

12.) What library information do you typically look for when you come to the UC Irvine Libraries' Web site? ***(Please check as many as you like...)***

- ☐ Your Items Checked Out / Due Dates
- ☐ How to Renew Books, etc.
- ☐ Location of Call Numbers (Library or Floor)
- ☐ Borrowing Items (Duration, Privileges, Fines, etc.)
- ☐ Borrowing Items from Other Libraries (Interlibrary Loan)

- ☐ Library Location / Maps / Directions
- ☐ Library Hours
- ☐ Library Staff Contact Information
- ☐ Library Department Contact Information
- ☐ Library Exhibits
- ☐ Library Donation / Gift Information or Policy

- ☐ Help from a Librarian Online
- ☐ Library Classes
- ☐ Library Copy / Printing Services
- ☐ Document Delivery Services

Other, please explain...

Tell Us What You Think About the UCI Libraries' Web Site...

Please read the statements below and mark the choice that best describes your agreement to each statement.

13.) The UCI Libraries' Web site is easy to learn and use...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
○	○	○	○	○	○

Comments...

14.) The categories (link choices) listed on each page are helpful in finding the information you wanted...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Comments...

15.) The words and text used on the UC Irvine Libraries' Web site are easy to understand...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
○	○	○	○	○	○

Comments...

16.) There were just the right number of choices or links to information on each page of the Libraries' Web site...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
○	○	○	○	○	○

Comments...

17.) You fully understand the type of information listed under the homepage categories called "Research Resources."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
○	○	○	○	○	○

Comments...

18.) The UC Irvine Web site allowed you to find what you needed quickly...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
○	○	○	○	○	○

Comments...

19.) The navigation buttons (Library Home Research resources A-Z for example) helped you find your way around the site...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
○	○	○	○	○	○

Comments...

20.) If you looked for something and couldn't find it on our Web site, please tell us what it was...

21.) What, if anything, would you like to see on the UC Irvine Libraries' Web site you didn't see there?

22.) What, if anything, would you like to see removed from the UC Irvine Libraries' Web site?

23.) Is there anything else you wanted to say about our Web site?

That's It! Just Press the "Send" Button...

(Make sure you filled in your name and UCI e-mail to be eligible for the drawing!)

- Send Your Survey **- Start over**

Form powered by Zot Dispatch 2.24

[Top of Page]

Library Web Site User Survey

UNIVERSITY HOME PAGE | INTERNET SEARCH | COMMENTS | NEWS

As a visitor to the McMaster University Library Web Site, your opinions and feedback are extremely valuable in helping us improve the site and provide the information and services you want. The survey should take only about 5 minutes to complete. Any personal information gathered will assist us in evaluating how the web site meets the needs of our various user groups. It will not be used for any commercial or promotional purposes and will be kept confidential.

1.	**What is your affiliation to McMaster?**	○ None ○ Undergraduate Student ○ Graduate Student ○ Faculty member ○ Staff ○ Other:
1a.	**McMaster University Department** (if applicable)	
2.	**How did you find or hear about the Library Web Site?**	○ Link from another web page ○ On a Library workstation ○ Faculty member or Teaching Assistant ○ Library staff member ○ A friend ○ Other:
3.	**How often do you visit the Library Web Site?**	○ Daily ○ Weekly ○ Monthly ○ Less than once a month

		Information sought				
		◀ *Least* *Most* ▶				
4.	**Why do you visit the Library Web Site?**	1	2	3	4	5
a.	For Library Information e.g. hours, addresses, policies, departments, etc.	○	○	○	○	○
b.	For Reference Information e.g. dictionaires, encyclopedias, etc.	○	○	○	○	○
c.	For Research Information e.g. catalogues, academic bibliographies, journals, etc.	○	○	○	○	○
d.	Other:	○	○	○	○	○

		Satisfaction				
		◀ *Low* *High* ▶				
5.	**Finding information**	1	2	3	4	5
a.	Success rate for finding required information					
b.	Ease of finding required information					
c.	Additional comments you would like to make about finding information on the Library Web Site:					

6.	Which of the following areas of the Library Web Site do you use to get the information you need?	◀ Least				Most ▶
		1	2	3	4	5
a.	Electronic Resources	○	○	○	○	○
b.	MORRIS	○	○	○	○	○
c.	Other Library Catalogues	○	○	○	○	○
d.	Mills Library	○	○	○	○	○
e.	Thode Library	○	○	○	○	○
f.	Innis Library	○	○	○	○	○
g.	Health Sciences Library	○	○	○	○	○
h.	Library Information and Services	○	○	○	○	○
i.	Electronic Requests	○	○	○	○	○
j.	Internet Search	○	○	○	○	○
k.	Other:	○	○	○	○	○

7.	How do you rate the Library Web Site?	Satisfaction ◀ Low				High ▶	Importance ◀ Low				High ▶
		1	2	3	4	5	1	2	3	4	5
a.	Quality of content	○	○	○	○	○	○	○	○	○	○
b.	Up-to-date information	○	○	○	○	○	○	○	○	○	○
c.	Ease of navigation	○	○	○	○	○	○	○	○	○	○
d.	Speed of displaying web pages on screen	○	○	○	○	○	○	○	○	○	○
e.	Visual appeal	○	○	○	○	○	○	○	○	○	○

8.	What do you like about the Library Web Site?	
9.	What don't you like about the Library Web Site?	
10.	Do you have any suggestions for improvement?	
11.	Please enter your email address (optional):	username@hostname

Web Redesign Team

Survey 1.0 for Public Service Staff

Help Improve the Libraries' Web Site!

The Libraries' Web Design Team is charged with redesigning the Libraries' web site (the home page and the links off this page). Our vision is that someday our users will think of our site as their first and best choice for meeting their information and research needs.

Would you like to win a **$25 gift certificate** to the U of M Bookstore? You'll be automatically entered in the raffle by providing your insights and comments below.

1. What are the 3-5 things on the Libraries' web site that you think really trip up the users who come to your service point - the things that, if changed, might decrease the questions you get?

2. What are the top 3-5 things you think work great on the Libraries' web site for the users who come to your service point?

3. If you could change 3-5 things about the Libraries' web site to make it better for the users who come to your service point, what would that be?

4. What are the most common questions (not just limited to the web site) that you get from users who come to your service point? This question is important because we may learn about a service which is not the web site but needs to be!

5. Please enter your name so that it may be entered into the raffle. Please be assured that your answers will be kept confidential and anonymous.

Your name

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http://gemini.lib.purdue.edu/websurvey/index.html

Purdue University Libraries
Web Site Redesign Survey

The Libraries voluntary survey is now complete. We wish to thank all those that have contributed to this phase of our web site redesign. If you have any questions or wish to send additional comments to the Web Site Support Team please send email to wsst@purdue.edu.

The Purdue University Libraries is currently undertaking a major redesign of the Libraries' web site, THOR, to make THOR more useful to the Purdue University community. The goal is to provide more effective and efficient access to the resources and databases you need for learning, teaching, and research.

The following voluntary survey will greatly assist us in determining the perceptions of the current Purdue University Libraries web site, so we can modify it to serve you better. We would greatly appreciate approximately 5 minutes of your time to assist us in this user-centered redesign effort. Your responses will be accumulated with others, to maintain anonymity. Please be sure to answer every question.

Thank you.
Web Site Support Team

PART I: DEMOGRAPHIC INFO

1.1 What is your status?
- ○ A. Faculty
- ○ B. Staff
- ○ C. Grad student
- ○ D. Undergraduate student
- ○ E. Not affiliated with Purdue
- ○ F. Other

1.2 How experienced are you at navigating the World Wide Web?
- ○ A. Novice
- ○ B. Somewhat experienced
- ○ C. Very experienced
- ○ D. Expert

1.3 How long have you used THOR?
- ○ A. Less than 6 months
- B. 6 months to a year
- C. 1 to 2 years
- D. 2 to 4 years
- E. More than 4 years

1.4 On average, how often do you use THOR?
- A. Daily
- B. About once a week
- C. About once a month

○ D. Rarely

1.5 How did you first learn about THOR?
- ○ A. In a campus library
- ○ B. From Purdue University's webpage
- ○ C. From my instructor
- ○ D. From an internet search engine
- ○ E. Other

1.6 Where have you used THOR? (Select all that apply)
- ☐ A. In a campus library
- ☐ B. In a campus computer lab
- ☐ C. In a campus office
- ☐ D. In a campus dorm
- ☐ E. Off-campus location (home, office, other)

1.7 If connecting from off-campus, how fast is your connection?
- ○ A. T3 / T1
- ○ B. DSL / Cable modem
- ○ C. 28.8 K to 56 K modem
- ○ D. 14.4 K modem or less
- ○ E. Don't know
- ○ F. Not applicable

1.8 Have you ever had any formal library training/class? (Select all that apply)
- ☐ A. No, only what I have picked up on my own
- ☐ B. A library tour
- ☐ C. A short presentation in class
- ☐ D. I've attended a library seminar/class
- ☐ E. I've had formal training

PART II: DESIRED GOALS

How often have you accessed the following resources on the THOR website?

• A library's location	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• A library's hours	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Other library-specific information	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• A book	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• An online journal	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• A newspaper/magazine	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Course reserves	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• An electronic dictionary	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Magazine/newspaper/journal articles	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• A movie/video	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Requested off-campus materials via InterLibrary Loan (ILL)	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Government document	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Renewed a book	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Recalled a book	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Recommended a book for purchase	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Research assistance	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• Internet search engines	○ Didn't know I could	(never)	○	○	○	○	(frequently)
• An online library tutorial	○ Didn't know I could	(never)	○	○	○	○	(frequently)

Other things you have looked for on THOR:

PART III: PERCEPTIONS

3.1 Organization of THOR was:

(confusing) ○ ○ ○ ○ ○ ○ (clear)

3.2 The color scheme of THOR was:

(distracting) ○ ○ ○ ○ ○ ○ (appealing)

3.3 The use of library-specific terminology (e.g., "indexes" and "catalogs") was:

(excessive) ○ ○ ○ ○ ○ ○ (minimal)

3.4 Compared to other online sites used for information-gathering (e.g., Yahoo), THOR was:

(disorganized) ○ ○ ○ ○ ○ ○ (organized)

3.5 When looking for information on a specific subject, how useful was THOR?

(not) ○ ○ ○ ○ ○ ○ (very)

3.6 How often have you used departmental library websites for subject-specific information?

(never) ○ ○ ○ ○ ○ ○ (always)

3.7 Comments about THOR's appearance and organization:

PART IV: FINDING SERVICES

4.1 The layout of the online catalog made it _____ to find the link to course reserves.

● Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.2 It was _____ to find out what material I have checked out.

● Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.3 It was _____ to find how to request a book from an off-campus library (ILL).

● Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.4 It was _____ to find how to renew a book online.

Not applicable (difficult) (easy)

4.5 The online indexes made it _____ to find relevant articles.

Not applicable (difficult) (easy)

4.6 It was _____ to understand the subject differences between the many online indexes.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.7 It was _____ to decide which online index I should search for my topic.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.8 It was _____ to find a webpage detailing the difference between "scholarly" and "popular" journals.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.9 It was _____ to find articles when I only had a citation.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.10 It was _____ to find the hours for a specific library.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.11 It was _____ to find the phone number for a specific library.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.12 It was _____ to find the computer-use policy for the Purdue Libraries.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.13 It was _____ to find the homepage [or website] for a specific departmental library.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.14 It was _____ to find information on a selected subject.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.15 It was _____ to find new services and resources.

◉ Not applicable (difficult) ○ ○ ○ ○ ○ (easy)

4.16 Comments about finding services on THOR:

PART V: FUTURE PARTICIPATION

5.1 Would you be willing to participate in any future Purdue Library surveys or focus group?
Yes No

5.2 If yes, please provide us with some contact information:

Name: _____

Phone: _____

Email: _____

5.3 General comments/suggestions:

Close & return to previous page.

Other Evaluation

uc irvine libraries
web services

UCI LIBRARIES | LIB CON
Projects

Projects: User-centered Site Evaluation and Redesign (USER)

Focus Group

February 26, 2001 / 5:00-6:00 pm / SL173

Andrew Jones, Adrian Turner, Rick Zwies discussed UC Irvine Web related topics and issues with three undergraduate students that are majoring in sciences. Pizza and soft drinks were served.

Key Observations:

UC Irvine Library Site Usage

When asked how often they used the UC Irvine Web site, the students responded that they used it only occasionally and when necessary.

Asked what they use the site for, they replied that they use it to find materials that they need for course assignments such as papers.

> Possible conclusion: There must be a synthesis and organization on the homepage of this complex information to make it more approachable for students.

Searching and Search Engines

When shown that our site had a local search engine (Search This Site), they were surprised. One student said he searched for what he needed on the Internet search engines because he felt overwhelmed by the complexity and number of confusing choices at Libraries' site. When asked if they used information about the internet on the Libraries' site (Accessing the Internet), they responded no.

> Possible conclusion: The local "Libraries' site" search engine needs to be better represented to the students. Place search box on homepage (consider Google).

CDL/Melvyl

Two of the students remarked on how hard CDL was to use, even with the new directory gateway. They found the overall presentation and choices confusing. One of the students expressed frustration with the Melvyl searching interface saying it was difficult to use. They only found out about this through the library instruction courses (39C).

> Possible conclusion: An explanation of CDL/Melvyl should be added to the home page.

ANTPAC

There was little graphic consistency between the Web pages and ANTPAC.

> Possible conclusion: Apply general Web site graphic and navigation design to ANTPAC.

If it weren't for the library instruction courses, they would not know that "ANTPAC" was the local library catalog for finding books, etc.

> Possible conclusion: An explanation of ANTPAC is necessary for the homepage.

One of the students liked the fact that when you don't get any results by searching titles in ANTPAC (a null result), it places your query among the closest alphabetical matches in a list of near titles. This way someone can

at least see other items with perhaps similar titles instead of nothing, as found on the Internet search engines.

When shown the limit or sort by date function in ANTPAC, the students did not know this was possible.

> Possible conclusion: Bring out these buttons in the graphic design. Perhaps separate them by color or design from the navigation buttons which are all the same now.

The term "bar" in the "location" of a bibliographic record was confusing to one of the students when he saw it on the screen while we were discussing ANTPAC. Clicking on the "Science Library Bar" hypertext led to a page about the Science library with no explanation of what "bar" meant. Another student commented that the floor locations of call numbers, critical information for finding a book, was also not available from these screens.

> Possible conclusion: Add more descriptive information on these location pages, i.e. "drum" and "bar" definitions with a diagram, and floor call number ranges (or a link to the page that has this information).

One of the students said that he was intimidated by the fees shown on the ILL/ Document Delivery form and did not order an item because he thought it would cost money. The copyright statement was intimidating also.

> Possible conclusion: Reevaluate and simplify the ILL/DD form, make it "scan" friendly.

One student commented that he forgot his pin number and did not know how to obtain a new one.

> Possible conclusion: Provide better information on pin numbers.

A-Z and Subject Lists of Resources

When asked about the lists of electronic resources, the students were unaware of what these were (despite having completed library instruction courses, 39C). When asked about the terms, they agreed that better descriptive terms should be used. They agreed that terms like "indexes" and "abstracts" were not very informative.

> Possible conclusion: Better nomenclature for these resources could be applied with short explanations on the homepage.

Relationship of ANTPAC, Melvyl/CDL, and Lists of Resources

Selection of three main resources is difficult -- resources could use more description or explanation of scope/content. Links to three main resources and other resources too cluttered -- cluster items, move more important items to more visible location, etc.

> Possible conclusion: Provide better organization, descriptive information, and comparisons between these resources.

About Our Libraries: Main, Science, and Medical

Individual libraries (Main, Science, and Medical) not identified or readily apparent from homepage. One of the second year students did not know there was a Medical School or Library.

> Possible conclusion: Provide these three libraries as clickable choices under "About Our Libraries."

Comments?

The "Comments?" button does not work internally as e-mail because Library public browsers have no e-mail functions.

> Possible conclusion: Try a comments form (a prototype was shown to them) that is posted to server side CGI.

Navigation Support

Confusing navigation bar -- the students prefer less redundancy in choices and persistent navigation bar. One

student suggested that the left-hand navigation could follow when someone scrolled down instead of disappearing.

> Possible conclusion: Reduce choices to most used in navigation. Distinguish between global (top) and local (side) navigation. Investigate technical solutions for better left-hand navigation (i.e., Javascript).

Graphic Design

Graphics are either too extensive, stylistically dated, or take too much space on the page. One of the students commented that our button design was "very 1998." After one of the moderators suggested that at least pictures of the libraries be added to the site, one student thought that having no photographs on the Web pages was an asset because they slow browsers. After talking about the Peter the Anteater logo at the top banner, the students thought it should stay (school pride!)

> Possible conclusion: Reevaluate to update graphic design and decrease size of graphics. Keep the anteater, possibly expand its use.

Tutorials and Guides

One student commented that the term "tutorial" had bad connotations and he wouldn't have investigated the link because of this. When we showed them the UCSD Library site, and they liked the "Quick Links" where "How do I..." links were available for FAQs.

> Possible conclusion: Try improving nomenclature and a create a more task oriented approach to tutorials and guides.

Draft User Interview Form

Date:
Time:
Place:
Interviewer:

Name:
Status: Undergraduate 1 2 3 4 yr.; Graduate 1 2 3 4 yr.; Medical student 1 2 3 4 yr. resid.; Faculty; Alum; Staff
Major:
Department/Section/Affiliation:
Why was this person interviewed?

Internet Usage:

1 How often do you use the Internet? (Every day; 3-4 Days/wk.; 1-2 Days/wk.; 1-2 Days/mo.; < 1 Day/mo.; Don't Know)

2. When investigating a Web site do you tend to (Search; Browse; or a Combination of both)?

UCI Library Web Site Usage:

3. How often do you use the Web site? (Every day; 3-4 Days/wk.; 1-2 Days/wk.; 1-2 Days/mo.; < 1 Day/mo.; Don't Know)

4. What do you typically use the Web site for?

Feedback:

We are planning a redesign of the UC Irvine Libraries' Web site and would like to ask for your feedback.

3. Do you typically find what you are looking for at the UC Irvine Libraries' Web site? (Yes; No) If not, why?

4. Is there anything "buried" on the Web site that should be made more available?

5. Is there something you did not find on the Web site that should be there?

6. Is there something you did find there that was not working or useful and should be removed?

Other Comments:

April 2001 Web Statistics

General Statistics
Miscellaneous counts and values associated with the web site.

Domain Name
This report displays information about the domain names of people who have visited the web site.

Geographical Location
This report displays information about the countries visitors to your site are located in. The geographical information is derived from the suffix of the visitor's domain name; the .com and .us suffixes are interpreted to mean that the visitor is coming from the United States, the .uk suffix from the United Kingdom, .de from Germany, etc. Please note that this geographical information is not entirely accurate. Users from an international service provider like America Online will appear to come from the United States (because they are from aol.com), even though the user may actually reside outside of the United States.

Hits by Hour
This report displays a graph of the number of hits, broken down by the hour of the day.

Hits by Day
This report displays a graph of the number of hits, broken down by the date.

Hits by Weekday
This report displays a graph of the number of hits, broken down by the day of the week.

Bandwidth by Day
Chart showing number of bytes transmitted by the web server to user browser's by day.

Pages by Hits
This report displays the number of times a user has requested each page in descending page count sequence. (formerly known as the Big Fifty)

Hits by Page Name
This report displays the number of times a user has requested each page in page name sequence.

Browsers
What browsers are being used.

Operating Systems
Shows the operating systems being used by our users.

Referring Domains
Shows where our users are coming from.

The raw data used to create these reports is located in M:\Guest\UG MIS\mis public\WebStats

MIT LIBRARIES

Web Site Usability Test
March 1999

The Test
Introduction

Testing Process

Testing Materials

The Results
Overview

Success rate

Observed problems

User survey

Additional Resources

Bibliography

Usable Web

Introduction

In March of 1999 the MIT Libraries Web Advisory Group conducted a usability test of the libraries' web site. The purpose was:

- to set some benchmarks for measuring the success of future site designs
- to identify specific usability problems as a starting point for improving the site design

This site contains a summary of what was learned by this test. See "observed problems" for a summary of the top 5 usability problems.

Presentation slides

A presentation was given by Nicole Henrig to the MIT Libraries Visiting Committee on April 7, 1999. The presentation slides are available here in html format.

webgroup-lib@mit.edu
2 April 99

[web advisory group]

MIT LIBRARIES

Web Site Usability Test
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[web advisory group]

Testing Process

The test consisted of asking volunteer users to find the answers to specific questions by locating certain pages on our site while being observed by someone on the library staff. See "overview" for information about who was tested.

Each observer made an individual appointment with a volunteer to conduct the test. There were 2 sets of 8 questions. See "testing materials." Half the volunteers were given test A and half test B. Each test consisted of easy, medium, and difficult questions. Volunteers were asked to think out loud about what they were clicking on and why. Detailed notes were taken on how they went about finding the answers.

Two items were measured:

- how many answers were found successfully
- how long it took to find each answer (given a 3-minute limit per question)

See "success rate" for the results.

We also gathered a large amount of qualitative data on how users were navigating the site. See the section: "observed problems."

A very brief survey was included at the end of each observed test. See "user survey."

webgroup-lib@mit.edu
2 April 99

MIT LIBRARIES

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[web advisory group]

Testing Materials

[schedule] [questions] [observers] [testers]

Test schedule:

1. Demo of usability process:
   Tues., Feb. 23, 10:30am to 11:30am, Dewey Electronic Classroom
   or **Wed., Feb. 24, 3:15-4:15pm,** Dewey Electronic Classroom
2. Discussion notes from demo meeting
3. Observer training meeting:
   Tues., Mar. 2, 2-3pm (Barker Conference Room)
4. Conduct individual tests:
   anytime **between March 8 and March 26**
5. Observer follow-up meeting:
   Mon., March 29, 2-4pm (Rotch seminar room - on lower level)

Test Questions:

(pdf format: requires Acrobat Reader)

- Test A: observer worksheets
- Test A: large-size questions
- Test B: observer worksheets
- Test B: large-size questions

Volunteer observers
Observer sign-up sheet

1. Nataly Reed
2. Poping Lin
3. Diane d'Almeida
4. Diann Smothers
5. Shana Gass
6. Jim Eggleston
7. Nicole Hennig
8. Wayne Jones
9. Marlene Manoff
10. Stephanie Hartman

Observer instructions

Volunteer testers (aim for 30, hope to test 25)

undergrad students: 8
(we'll include a few users with disabilities of various sorts)
(we'll include some whose first language is not English)

grad students: 8
(we'll include a few users with disabilities of various sorts)
(we'll include some whose first language is not English)

faculty: 5 (we'll aim for a balance of senior and junior faculty)

researchers: 3

MIT staff/admin: 3

library staff: 3

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MIT LIBRARIES

Web Site Usability Test
March 1999

Results: Overview

The Test
Introduction

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Success rate

Observed problems

User survey

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Who was tested: (29 volunteers)

- 9 undergraduates
- 9 graduate students
- 4 faculty (4 years, 32 years, 8 years, ? years)
- 1 researcher
- 2 MIT staff/admin
- 3 MIT Library staff
- 1 MIT affiliate (user with disability)

Their fields of study or department:

- architecture
- psychology
- electrical engineering
- course 6: EECS
- chemical engineering
- biology and writing
- political science
- Sloan
- Technology & Policy Program (TPP)
- urban studies & planning
- political science
- civil engineering
- course 6: EECS
- computer science
- history
- materials science
- urban planning
- architecture - history
- 2 undeclared majors
- IS department
- library departments: Barker, Dewey, Humanities
- 6 unknowns

Have they used our site before?

- 24 yes
- 5 no

Is their first language English?

- 20 yes
- 9 no

Where the test was conducted:

- 10 tester's office/dorm room
- 14 observer's office or work area
- 4 Athena workstation
- 1 other (ATIC Lab)

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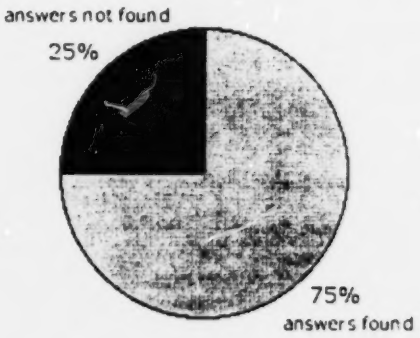
Web Site Usability Test
March 1999

Success Rate



Users found, on average, **6 out of 8** answers:
a **75%** success rate.

The average time per questions was
1.35 minutes.

[view raw data]

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Web Site Usability Test
March 1999

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Observed Problems

Summary: Top 5 Usability Problems

1. Unclear link names: Barton, RSC, ILB, "virtual reference"
2. Vague and unclear category names: resources, services, subjects
3. Difficult to find databases by subject. Subject page is buried deep or you must visit individual library pages that lack consistency.
4. No central subject page for electronic journals. Need to visit individual libraries for subject access to these.
5. Databases and electronic journals pages not easy to find from the home page. Lack of knowledge that these pages exist.

Detailed list of usability problems observed

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User Survey

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[rated on a scale of 1 to 5 (5 is the best)]	1	2	3	4	5
1. Overall, finding specific information was: (difficult --- easy)	0	1	13	10	4
2. Organization of our site was: (not effective --- very effective)	0	3	11	12	2

3. Which pages or sections of our site do you find to be the **most valuable?**

The largest category of pages mentioned were our various databases and resources pages:

- databases and resources
- resources
- links to all the databases
- databases: WorldCat and Books in Print
- resources, databases, links to other libraries
- Barker and Science databases and ejournals
- all databases by subject or alphabetically
- resources and databases
- resources
- resources, esp. databases
- links on left of home page, resources, etc.
- large number of web resources
- subject list

Barton (our online catalog) was also frequently mentioned:

- Barton
- Barton
- Barton, resources
- Barton, databases, virtual ref
- web searching for book, thesis, and periodicals

Also mentioned were individual library home pages, and the main home page:

- individual library home pages
- individual library home pages
- individual library websites

- home page
- home page
- home page and services page
- overall appearance and design of homepage

The search engine was also mentioned:

- "find" page - search engine
- find page, links to individual libraries
- search engine

A few other pages:

- pages listing what the library has
- library hours and policies
- page that Deb Helman created for my class

4. Use this space to describe any ideas you have for **new content or features** you would like to see on our web site.

Testers made the following suggestions for new content or features:

- virtual guided tour
- each library should have circulation policies page
- list of new books sorted by subject with links to book reviews
- database: Book Review Digest
- short description of how to get started for new users
- page that describes databases available in addition to online catalog
- alternative home page in other languages - especially Japanese
- a central page indexing the whole library system (in columns to avoid scrolling)
- more explanations of the different kinds of databases and how they work
- things linked according to category, esp. for databases and ejournals, integrate with info about physical journals held

Testers also used this space to suggest changes or mention features that were problematic:

- change title of Virtual Reference
- resources and subjects guides are confusing
- list resources more prominently on Home page
- change home page to draw attention to most important resources
- lists are too long, require too much scrolling down
- make finding statistics easier, esp. for humanities people
- have pop-down menus to explain links on Home page, esp. Barton
- ask MIT to make it easier to find library page from web.mit.edu
- front page is nice, but confusing, instead have list of services available by topic
- better centralized information system, too much info. hidden in specific library pages
- simplify titles on screens
- add more data, could not find anything about electrical engineering
- whole site is not flexible enough
- some prompts on form buttons are ambiguous
- saw many pages that I didn't realize were available and have gone outside the institute to find in the past
- "find" should be larger, didn't notice until end that there was a search function

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SPEC

SELECTED RESOURCES

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES

Journal Articles

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Johnson, William T. "Academic Library Web Team Management: The Role of Leadership and Authority." *Issues in Science and Technology Librarianship* 18 (Spring 1998). <http://www.library.ucsb.edu/istl/98-spring/article4.html>

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SPEC KIT ORDER FORM

QTY	TITLE		QTY	TITLE		QTY	TITLE	
				SP221	Evol & Status of Approval Plans		SP161	Travel Policies
				SP220	Internet Training		SP160	Preservation Org & Staff
				SP219	TL 2: Geographic Info Systems		SP159	Admin of Lib Computer Files
				SP218	Info Technology Policies		SP158	Strategic Plans
				SP217	TL 1: Electronic Reserves		SP157	Fee-based Services
				SP216	Role of Libs in Distance Ed		SP156	Automating Authority Control
				SP215	Reorg & Restructuring		SP155	Visiting Scholars/Access
				SP214	Digit Tech for Preservation		SP154	Online Biblio Search
				SP213	Tech Svcs Workstations		SP153	Use of Mgt Statistics
				SP212	Non-Librarian Professionals		SP152	Brittle Books Program
				SP211	Library Systems Office Org		SP151	Qualitative Collect Analysis
				SP210	Strategic Planning		SP150	Bldg Security & Personal Safety
				SP209	Library Photocopy Operations		SP149	Electronic Mail
				SP208	Effective Library Signage		SP148	User Surveys
				SP207	Org of Collection Develop		SP147	Serials Control/Deselection
	SP266	Staffing the Library Website		SP206	Faculty Organizations		SP146	Lib Dev Fund Raising Capabilit
	SP265	Instructional Support Services		SP205	User Surveys in ARL Libs		SP145	Lib Publications Programs
	SP264	Extended Library Hours		SP204	Uses of Doc Delivery Svcs		SP144	Building Use Policies
	SP263	Numeric Data Services		SP203	Reference Svc Policies		SP143	Search Proced Sr LibAdmin
	SP262	Preservation & Digitization		SP202	E-journals/Issues & Trends		SP142	Remote Access Online Cats
	SP261	Post-Tenure Review		SP201	E-journals/Pol & Proced		SP141	Approval Plans
	SP260	Interview Process		SP200	2001: A Space Reality		SP140	Performance Appraisal
	SP259	Fee-based Services		SP199	Video Collect & Multimedia		SP139	Performance Eval: Ref Svcs
	SP258	Corporate Annual Reports		SP198	Automating Preserv Mgt		SP138	University Copyright
	SP257	MLS Hiring Requirement		SP197	Benefits/Professional Staff		SP137	Preservation Guidelines
	SP256	Changing Roles of Lib Profs		SP196	Quality Improve Programs		SP136	Managing Copy Cataloging
	SP255	Branch Libs/Discrete Collectns		SP195	Co-op Strategies in Foreign Accs		SP135	Job Analysis
	SP254	Managing Printing Services		SP194	Librarian Job Descriptions		SP134	Planning Mgt Statistics
	SP253	Networked Info Services		SP193	Lib Develop & Fundraising		SP133	Opt Disks: Storage & Access
	SP252	Supprt Staff Classifictn Studies		SP192	Unpub Matls/Libs, Fair Use		SP132	Library-Scholar Communication
	SP251	Electronic Reference Service		SP191	Prov Pub Svcs Remote User		SP131	Coll Dev Organization
	SP250	TL10: Educating Faculty		SP190	Chang Role of Book Repair		SP130	Retrospective Conversion
	SP249	Catalogng of Resrces Digitized		SP189	Liaison Svcs in ARL Libs		SP129	Organization Charts
	SP248	Licensing of Electronic Prodcts		SP188	Intern, Residency & Fellow		SP128	Systems File Organization
	SP247	Management of Lib Security		SP187	ILL Trends/Staff & Organ		SP127	Interlibrary Loan
	SP246	Web Page Devel & Managmnt		SP186	Virtual Library		SP126	Automated Lib Systems
	SP245	Electronic Reserves Operations		SP185	System Migration		SP125	Tech Svcs Cost Studies
	SP244	TL 9: Renovatn & Reconfigurtn		SP184	ILL Trends/Access		SP124	Barcoding of Collections
	SP243	TL 8: Users with Disabilities		SP183	Provision of Comp Print Cap		SP123	Microcomp Software Policies
	SP242	Library Storage Facilities		SP182	Academic Status for Libns		SP122	End-User Search Svcs
	SP241	Gifts and Exchange Function		SP181	Perf Appr of Collect Dev Libn		SP121	Bibliographic Instruction
	SP240	Marketing and PR Activities		SP180	Flexible Work Arrangemts		SP120	Exhibits
	SP239	Mentoring Programs in ARL		SP179	Access Services Org & Mgt		SP119	Catalog Maintenance Online
	SP238	ARL GIS Literacy Project		SP178	Insuring Lib Colls & Bldgs		SP118	Unionization
	SP237	Managing Food and Drink		SP177	Salary Setting Policies		SP117	Gifts & Exchange Function
	SP236	TL 7: E Theses/Diss		SP176	Svcs for Persons w/Disabilities		SP116	Organizing for Preservation
	SP235	Collaborative Coll Managmnt		SP175	Scholarly Info Centrs		SP115	Photocopy Services
	SP234	TL 6: Distance Learning		SP174	Expert Systems		SP114	Binding Operations
	SP233	ARL in Extension/Outreach		SP173	Staff Recognition Awards		SP113	Preservation Education
	SP232	Use of Teams in ARL		SP172	Information Desks		SP112	Reorg of Tech and Pub Svcs
	SP231	Cust Service Programs in ARL		SP171	Training of Tech Svc Staff		SP111	Cooperative Collection Dev
	SP230	Affirmative Action in ARL		SP170	Organization Charts		SP110	Local Cataloging Policies
	SP229	Evaluating Acad Libr Dirs		SP169	Mgt of CD-ROM		SP109	Staff Training for Automation
	SP228	TL 5: Preserving Digital Info		SP168	Student Employment		SP108	Strategic Planning
	SP227	Org of Doc Coll & Svcs		SP167	Minority Recruitment		SP107	University Archives
	SP226	TL 4: After the User Survey		SP166	Materials Budgets		SP106	Electronic Mail
	SP225	Partnerships Program		SP165	Cultural Diversity		SP105	Nonbibliographic Dbases
	SP224	Staff Training & Development		SP164	Remote Storage		SP104	Microcomputers
	SP223	TL 3: Electronic Scholarly Pubn		SP163	Affirmative Action		SP103	Asst/Assoc Dir Position
	SP222	Electronic Resource Sharing		SP162	Audiovisual Policies		SP102	Copyright Policies

QTY	TITLE		QTY	TITLE		QTY	TITLE	
____	SP101	User Studies	____	SP067	Affirm Action Programs	____	SP033	Intergrat Nonprint Media
____	SP100	Collection Security	____	SP066	Planning Preserv of Lib Materials	____	SP032	Prep, Present Lib Budget
____	SP099	Branch Libraries	____	SP065	Retrospective Conversion	____	SP031	Allocation of Resources
____	SP098	Telecommunications	____	SP064	Indirect Cost Rates	____	SP030	Support Staff, Student Assts
____	SP097	Building Renovation	____	SP063	Collective Bargaining	____	SP029	Systems Function
____	SP096	Online Catalogs	____	SP062	Online Biblio Search Svcs	____	SP028	Gifts & Exchange Function
____	SP095	Lib Materials Cost Studies	____	SP061	Status of Librarians	____	SP027	Physical Access
____	SP094	Fund Raising	____	SP060	Lib Materials Cost Studies	____	SP026	Bibliographic Access
____	SP093	User Instructions for Online Cats	____	SP059	Microform Collections	____	SP025	User Statistics and Studies
____	SP092	Interlibrary Loan	____	SP058	Goals & Objectives	____	SP024	User Surveys
____	SP091	Student Assistants	____	SP057	Special Collections	____	SP023	Grievance Policies
____	SP090	Integrated Lib Info Systems	____	SP056	External Communication	____	SP022	Private Foundations
____	SP089	Tech Svcs Cost Studies	____	SP055	Interni Com/Staff & Superv Role	____	SP021	Paraprofessionals
____	SP088	Corporate Use of Research Libs	____	SP054	Internal Com/Policies & Proced	____	SP020	Managerial Technical Specialists
____	SP087	Collect Descript/Assessment	____	SP053	Performance Appraisal	____	SP019	Staff Allocations
____	SP086	Professional Development	____	SP052	Cost Studies & Fiscal Plan	____	SP018	Staff Development
____	SP085	Personnel Classification Sys	____	SP051	Professional Development	____	SP017	Library Instruction
____	SP084	Public Svcs Goals & Objectvs	____	SP050	Fringe Benefits	____	SP016	Reclassification
____	SP083	Approval Plans	____	SP049	Use of Annual Reports	____	SP015	Goals & Objectives
____	SP082	Document Delivery Systems	____	SP048	External Fund Raising	____	SP014	Performance Review
____	SP081	Services to the Disabled	____	SP047	Automated Cataloging	____	SP013	Planning Systems
____	SP080	Specialty Positions	____	SP046	Plan Future of Card Catalog	____	SP012	Acquisition Policies
____	SP079	Internships/Job Exchanges	____	SP045	Changing Role Personnel Officer	____	SP011	Collection Development
____	SP078	Recruitment-Selection	____	SP044	Automated Acquisitions	____	SP010	Leave Policies
____	SP077	Use of Small Computers	____	SP043	Automated Circulation Sys	____	SP009	Tenure Policies
____	SP076	Online Biblio Search Svcs	____	SP042	Resource Sharing	____	SP008	Collective Bargaining
____	SP075	Staff Development	____	SP041	Collection Assessment	____	SP007	Personnel Class Schemes
____	SP074	Fees for Services	____	SP040	Skills Training	____	SP006	Friends of the Lib Organization
____	SP073	External User Services	____	SP039	Remote Storage	____	SP005	Performance Review
____	SP072	Executive Review	____	SP038	Collection Dev Policies	____	SP004	Affirmative Action
____	SP071	User Surveys, Eval of Lib Svcs	____	SP037	Theft Detection & Prevent	____	SP003	A Personnel Organization
____	SP070	Preservation Procedures	____	SP036	Allocation Materials Funds	____	SP003	Status of Librarians
____	SP069	Prep Emergencies/Disasters	____	SP035	Preservation of Lib Materials	____	SP002	Personnel Survey (flyer only)
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